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ABSTRACT

This document includes summaries of 25 recent research projects in the area of community (junior) colleges undertaken by graduate students at Northern Illinois University. The topics of the projects were: student reactions to senior college; student values and choice of program; personality characteristics and attitudes of nursing students; occupational backgrounds of business teachers; data processing instruction; occupational and occupational-business courses in selected community colleges; student placement appraisal devices; academic advisement; counselor attitudes toward ROTC articulation; student activity programs; motivational factors and social groupings of older students; student characteristics; perceived job attributes of community college instructors; Illinois public junior college faculty salary, teaching load and fringe benefits; foreign student programs; public information offices; athletic directors in Illinois community colleges; status of required physical education programs; high school teacher attitudes toward junior college philosophy; intercollegiate athletics and intermurals; awareness of high school students of a local community college; and administrators' reactions to transfer students. A statement of the problem, procedure, and findings or conclusions are given for each study. (LP)

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Northern Illinois University
Abstracts of Graduate Studies on the Community (Junior) College
1970-1971

COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

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Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1970-71. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

WILLIAM K. OGILVIE, Director
Community College Services
Northern Illinois University

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REACTIONS OF FORMER JUNIOR COLLEGE STUDENTS TO JUNIOR COLLEGE AND SENIOR COLLEGE EXPERIENCES

Patsy Chapman Smith
1970

Statement of the Problem

The purpose of this study was to determine the level of satisfaction of transfer students with instruction, curricular structure, and services provided by twenty seven junior colleges (13 public and 14 private) and by eight selected universities in North Carolina. The question which served as a focal point for the study was: Does a difference exist between student level of satisfaction with the instruction, curricular structure, and services of the public or private junior colleges and the instruction, curricular structure, and services of the public universities in the state of North Carolina?

Procedural Development of the Study

The procedures used in the study were as follows:

1. After review was made of related literature, a questionnaire was developed by adapting the survey instruments used by Iffert, O'Brian and Woolschlager.

2. A pilot study was conducted with forty students to refine the questionnaire.

3. An interview outline, structured by modifying the interview outline used in the Woolschlager study, was used to collect information from the university administrators at eight selected universities in North Carolina.

4. The questionnaire was mailed to 2,010 transfer students who had attended a junior college and one of eight selected universities in North Carolina since September 1967. 1,074 usable returns were received.

5. The data was analyzed by use of chi square test and the appropriate null hypothesis which pertained to transfer student population, business majors, non-business students, length of time enrolled in a junior college and in a university for transfer students, and length of time enrolled in a junior college and a university for business majors.

6. Although five hypotheses were used in the study, the basic hypotheses stated in the study was as follows:

There is no significant difference in student level of satisfaction ratings of private or public junior colleges and student level of satisfaction ratings of eight selected universities in the areas of (a) instruction, (b) curricular structure, and (c) administrative, (d) counseling, (e) student personnel, and (f) library services when rated by transfer students (business majors and non-business majors) who previously attended a junior college.

Significant Findings of the Study

1. An analysis of responses from the total transfer population concerning thirteen instructional practices showed that ten practices were rated as significantly different at the .01 level of confidence. Of the ten significant values produced, seven were in favor of the junior college: availability of individual assistance from instructors regarding problems relating to course work; clarity of instructions for assignments made by instructor; ability of instructor to communicate course content; assistance from instructors on "how to study" techniques; degree of relationship of tests to lectures, text materials, and assignments; relationship of assignments to class discussions; and ability of instructors to establish and communicate grading standards. Three of ten practices were in favor of the university: utilization of teaching aids by instructors, distribution of course outline by class instructor, and opportunity to evaluate course and/or instructor.

2. An analysis of responses in the area of business concerning thirteen instructional practices showed that four practices were rated as significantly different at the .01 level of confidence. The four significant values were in favor of the junior college: availability of individual assistance from instructors regarding problems relating to course work, clarity of instructions for assignments made by instructor, assistance from instructors on "how to study" techniques, and degree of relationship of tests to lectures, text materials and assignments.

3. An analysis of responses from the total transfer population concerning four curricular structure statements showed that the four were rated as significantly different at the .01 level of confidence. Of the four significant values produced, one was in favor of the junior college: availability of classes in required subjects. Three were in favor of the university: availability of courses for training in major field, opportunity to select a particular sequence of courses.

4. An analysis of responses from the transfer business major population relative to four curricular structure statements showed that three were rated as significantly different with one yielding a difference at the .05 level of confidence and two yielding differences at the .01 level. Of the three significant values produced, all three were in favor of the university: availability of courses for training in major field, opportunity to take elective courses along with required program, and opportunity to select a particular sequence of courses.

5. An analysis of responses from the total transfer population relative to nine administrative services showed that seven services were rated as

significantly different. Two services yielded differences at the .05 level of confidence and five yielded differences at the .01 level. Of the seven significant values produced, four were in favor of the junior college: assistance from the admission office, assistance from the business office in arranging payment of tuition, compliance with request for immediate issuance of transcript, and enrollment of classes. Three of the seven services were in favor of the university: assistance from the business office in providing personal services, allowance of time for advance course planning through publication of class schedules, and degree of student participation in formulating academic policy.

6. An analysis of responses from transfer business majors relative to nine administrative services showed that four services were rated as significantly different at the .01 level of confidence. Of the four significant values produced, two were in favor of the junior college: assistance from the admissions office and enrollment of classes. Two were in favor of the university: allowance of time for advance course planning through publication of class schedules, and degree of student participation in formulating academic policy.

7. An analysis of responses from the total transfer population relative to sixteen counseling services showed that fourteen services were rated as significantly different at the .01 level of confidence. Of the fourteen significant values produced, eleven were in favor of the junior college: evidence of interest of advisors or counselors in students as individuals, opportunity for private conferences with instructors, oportunity to consult with faculty advisor about major area of study, assistance from counselors on problems of educational and/or vocational choice, assistance of faculty advisor in selecting first-term courses, opportunity to consult with faculty advisor during first year, assistance from counselors on "how to study" techniques, opportunity to have private conferences with counselors and/or instructors on personal questions, opportunity to receive help on spiritual and moral problems, opportunity to consult with personnel deans on personal problems, and value of help available from personnel deans. Three of fourteen counseling services were in favor of the university: opportunity to consult occasionally with instructors in major area of study, opportunity for aptitude testing and counseling as an aid in determining educational and/or vocational goals, and availability of occupational information.

8. An analysis of responses from business majors relative to sixteen counseling services showed that ten services were rated as significantly different. Two services yielded a difference at the .05 level of confidence and eight yielded differences at the .01 level. Of the ten significant values produced, nine were in favor of the junior college: evidence of interest of advisors or counselors in you as an individual; opportunity for private conferences with instructors on academic questions; assistance of faculty advisor in selecting first-term courses; opportunity to consult with faculty advisor during first year; availability of assistance from counselors on "how to study" techniques; opportunity to have private conferences with counselors and/or instructors on personal questions; opportunity to receive help on spiritual and moral problems; opportunity to consult with personnel deans on personal problems, and value of help available from personnel deans on general and specific problems. Only one of ten counseling services was in favor of the university: availability of occupa-

tional information.

9. An analysis of responses from the total transfer student population relative to fourteen student personnel services showed that all fourteen were rated as significantly different. One service yielded a difference at the .05 level of confidence and thirteen yielded differences at the .01 level. Of the significant values produced,two were in favor of the junior college: effectiveness of orientation program, and accessibility of counselors. The remaining twelve student personnel services were in favor of the university: emphasis in college on intellectual and cultural pursuits outside the classroom, opportunity to participate in organized student activities, opportunity for social contacts with students, availability of varied student activities, effectiveness of student government organization, accessibility of financial aid office, availability of financial aid information, opportunity to compete for scholarships, availability of student health services, availability of assistance in obtaining part-time employment, availability of recreational facilities on campus, and opportunity to participate in administration of student activities.

10. An analysis of responses from the transfer business majors relative to fourteen student personnel services showed that nine were rated as significantly different. Two services yielded differences at the .05 level of confidence and seven at the .01 level. Of the nine significant values produced, one service was in favor of the junior college: accessibility of counselors. The remaining eight student personnel services were in favor of the university: opportunity for social contacts with students, availability of varied student activities, effectiveness of student government organization, availability of financial aid information, opportunity to compete for scholarships, availability of student health services, availability of assistance in obtaining part-time employment, and availability of recreational facilities on campus.

11. An analysis of responses from the transfer student population relative to seven library services showed that six services were rated as significantly different at the .01 level of confidence. Of the six significant values produced, one was in favor of the junior college: opportunity to check out library materials. Five were in favor of the university: facilities of library, holdings of library, conditions for studying in the library, opportunity to borrow materials through library loans, and convenience of library hours.

12. An analysis of responses from the transfer students in business relative to seven library services showed that five services were rated as significantly different with one service yielding a difference at the .05 level and four yielding differences at the .01 level. All five were in favor of the university: facilities of library, holdings of library, conditions for studying in the library, opportunity to borrow materials through library loans, and convenience of library hours.

13. An analysis of total transfer data indicated that more than 75 percent of the business majors and 80 percent of the non-business students considered junior college preparation adequate for transfer to a senior institution.

14. Expression of satisfaction and dissatisfaction toward the junior college indicated that transfer students were satisfied with the atmosphere of friendliness, size of student body, individualization of instruction, relationship of faculty to students, relationship of students to students, and adequacy of preparation for transfer to senior institution. They were dissatisfied with enforcement of rules and regulations, selection of courses, and types of co-curricular activities offered.

15. Expressions of satisfaction and dissatisfaction toward the university showed that transfer students were satisfied with selection of courses, types of co-curricular activities, adequacy of the library, and the role of student responsibility. They were dissatisfied with relationship of faculty to students, relationship of students to students, and individualization of instruction.

16. Of 1,074 transfer students involved in the study, 631 students showed a loss of credits upon transferring from a junior college to a senior institution. The average difference between the credits earned at a junior college and those accepted by the senior institution was 9.15 semester hours per person. Business majors lost an average of 7.56 semester hours of credit.

17. There appeared to be noticeable differences between the interview comments of university administrators and questionnaire comments of transfer students relative to instruction and counseling services provided by the university.

18. There was a positive correlation between the length of time a student spent in a community college and his favorable reaction to junior college experiences.

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Degree: Ed D.

Committee Members: Bennie W. Stehr (ch), Ruth B. Woolschlager, William K. Ogilvie.

THE RELATIONSHIP BETWEEN PERSONAL AND INTERPERSONAL VALUES OF JUNIOR COLLEGE STUDENTS AND TYPE OF PROGRAM SELECTED

Audrey Springs Anderson
1971

Statement of the Problem

The purpose of this study was to investigate and compare the personal and interpersonal values of community college students enrolled in college transfer programs, two year terminal programs and one-year occupational programs in selected Illinois community colleges.

Procedural Development of the Study

Gordon's Survey of Interpersonal Values and Survey of Personal Values were administered to 852 students enrolled at Triton College (a large suburban college) and Illinois Valley Community College (a downstate institution). Of the number tested, 720 junior college students were included in the final analysis. The independent variables were school, type of program selected, and sex. The dependent variables were the scores of the subjects for each of the six personal values and their scores for each of the six interpersonal values. The null hypotheses to be tested are as follows:

1. The interpersonal values do not differ significantly by sex, by type of program selected, or by school.
2. The personal values do not differ significantly by sex, by type of program selected, or by school.

The .05 level was chosen as the level of significance.

The "t" test was employed to determine if significant differences existed between the group means.

The Survey of Personal Values was designed "to measure certain critical values that help determine the manner in which an individual copes with the problems of everyday living". The six values measured by this instrument were: Practical Mindedness, Achievement, Variety, Decisiveness, Orderliness, and Goal Orientation.

The Survey of Interpersonal Values measures certain critical values involving the individual's relationships to other people or their relationships to him. The six values measured by this instrument were Support, Conformity, Recognition, Independence, Benevolence and Leadership.

A brief definition of the values implied by the instruments were as follows:

1. Practical Mindedness: do things that will pay-off, a pragmatic approach to activities.
2. Achievement: strive to accomplish, set high standards for oneself.
3. Variety: do things new and different, strive for unusual experiences.
4. Decisiveness: have strong and firm convictions, make decisions quickly and stick to them.
5. Orderliness: have well-organized work habits, to be orderly and systematic.
6. Goal Orientation: set goals, know where they are going, work hard toward goals.
7. Support: need understanding and encouragement from other people.
8. Conformity: Conformists, follow regulations, do what is socially acceptable.
9. Recognition: Need recognition, being considered important as an individual.
10. Independence: Desire being free to make one's own decisions.
11. Benevolence: Willing to share, to help others.
12. Leadership: Desire to have authority, position of leadership.

Summary of Significant Findings

An analysis of the data obtained in the study indicated the following relative to the personal and interpersonal values of the community college students involved in the study:

1. Three of the interpersonal values, Support, Conformity, and Leadership, revealed significant differences between programs. On the Support scale between-program differences for females were not in the direction predicted, in that the Triton female college transfer students had a significantly higher mean score than Triton female occupational students. The Support scale also showed a major sex difference, with the females averaging consistently higher than the males. This was in the direction predicted in the research hypothesis. Society tends to foster the need of being treated with kindness and understanding and desire for consideration in the female. The between-school differences on the Support scale were interesting. The Triton male college transfer students had a higher mean score than the Illinois Valley Community College male college transfer students, which would seem to indicate that the rural male sees himself as being more self-sufficient than the urban male. On the other hand, the Triton female occupational students had a significantly lower mean score than Illinois Valley Community College female occupational students on the Support scale, while the reverse was true on the Leadership scale. This could reflect a difference in role definition between females living in a large metropolitan area as contrasted with those living in a rural, small-town atmosphere.

The interpersonal value of Conformity tended to discriminate consistently between programs in the direction that was predicted in the research hypothesis. The males and females in the college transfer program had a significantly lower mean score than those in the terminal and occupational programs. This could indicate that those students planning a four-year education are more unconventional in their thinking than those with more immediate career goals. It perhaps should be noted that the overall mean score for Conformity was lower than for any of the other interpersonal or personal values. Comparing the overall mean to national norms, it was found to be in the low range. This could well reflect the current trend among young people to be reluctant to comply with established ideas.

Recognition and Independence did not differentiate among those enrolled in the three different programs. It was interesting to note, however, that the Triton male college transfer students placed a lower value on Recognition than did the Illinois Valley Community College male college transfer students, while the reverse was true for the Independence scale. This could be either a function of the different environments or a function of institutional size.

The results on the Benevolence scale confirmed the predicted direction for sex, with males in all programs averaging lower than females; there were no program differences. Again, as with the Support scale, society tends to foster the characteristics of doing for others and helping the unfortunate more in the female than in the male.

The results on the Leadership scale were also in the direction predicted in the research hypotheses. The major difference was between sexes, with the males having a consistently higher mean score than females in all programs. Just as the characteristics associated with the need for support and benevolence are feminine qualities, so the exerting of power and authority are usually associated with the masculine role. On the Leadership scale, the Triton male college transfer students had a higher mean score than Triton male terminal students. This, too, was in the direction predicted, as it was assumed that those planning a four-year education were planning careers and goals that would place them in a leadership capacity more often than those in terminal programs.

2. All of the personal values showed differences between students enrolled in the three different programs. On the practical Mindedness scale the mean scores of college transfer males and females indicated that they placed less value on practical matters than those enrolled in terminal and occupational programs. These findings were in the direction predicted in the research hypothesis. It was assumed that those who had chosen a program that would lead directly to employment would be more concerned with practicality than those who planned a four-year education. Also, males tended to place a higher value on Practical Mindedness than females.

On the Achievement scale the mean score for males was higher than for females. Since the males scored high on the Practical Mindedness scale also, it might be contended that they also value achievement as a means to their

desired goals. An interesting finding was that at Triton College both college transfer males and one-year terminal males had a lower mean score on the Achievement scale than the occupational males. This was not in the direction predicted in the research hypothesis. However, at Illinois Valley Community College the male college transfer students had a higher mean score than the male terminal students. This result could reflect a difference in what is stressed as being most important at each of the two schools.

On the Variety scale females in each of the three programs had a higher mean score than the males. Generally speaking, males have more freedom of movement in our society. Therefore, they might not place as high a value on being able to go places and do different things as a female who is more restricted. Between program differences were shown in the direction predicted on the Variety scale. College transfer students had a higher mean score than terminal students who, in turn, had a higher mean score than the occupational students. Students in terminal programs often are planning a career in the immediate community and, therefore,might value travel and new experiences less than those planning to continue their education.

The Decisiveness scale revealed the Triton male and female college transfer students as having a higher mean score than the terminal and occupational students respectively. This finding was not in the direction predicted in the research hypothesis. Based on this finding, college transfer students seem to have stronger convictions and are more rigid in their thinking than terminal and occupational students.

Only program differences were revealed on the Orderliness scale. Male and female college transfer students had lower mean scores than the terminal and occupational students. This could indicate a desire for more structure on the part of the terminal and occupational students.

The Goal Orientation scale showed that females tended to average higher than males, the males had fewer clear-cut goals in mind than females. At Illinois Valley Community College, the female college transfer and terminal students had a higher mean score than the female occupational students. This was not in the direction predicted, as it was assumed that students who had chosen a one or two-year career program would tend to be more concerned with immediate goals and, therefore, score higher on the Goal Orientation scale.

Another interesting finding was that between-school differences on the personal value scale was limited to two groups: the female college transfer students and the female terminal students. The Triton female college transfer students had a lower mean score than the Illinois Valley Community College female college transfer students on the Practical Mindedness scale, while having a higher mean score on Variety and Decisiveness. The Triton female terminal students had a higher mean score than the Illinois Valley Community College female terminal students on Variety and a lower mean score on Goal Orientation. On both the personal and interpersonal scales, Illinois Valley Community College showed fewer differences between programs than Triton college. One possibility to consider is that a community college serving a small-town and rural area would tend to have a more homogeneous population than a community college serving a metropolitan area.

Degree: Ed D
Committee Members: Marvin Powell(co-ch), William Ogilvie (co-ch),

RELATIONSHIP BETWEEN AGE AND DOGMATISM, INTERNAL vs EXTERNAL CONTROL, SELF ESTEEM AND GRADE POINT AVERAGES AMONG COMMUNITY COLLEGE NURSING STUDENTS

Marian C. Frerichs
1971

Statement of the Problem

The purpose of this study was to investigate the relationship between age and dogmatism, internal-external control, self esteem level and GPA's of associate degree community college nursing students. The factors selected for study were those that appeared to be most critical in the opinions of ADN educators.

Procedural Development of the Study

The subjects of the study were 1,435 female students from 22 of the 23 ADN programs in Illinois. This comprised about 90% of the students enrolled in the state's ADN programs. The four measures used were Coopersmith's Self Esteem Inventory (SEI), Rotter's Internal-External Locus of Control of Reinforcements (I-E), Rokeach's Dogmatism Scale (DS), Form E, and grade point averages. The independent variables were age, previous nursing experience, and marital status.

The data was analyzed by factorial analysis of variance procedures as well as by Pearson product-moment correlation techniques. In addition, step-wise multiple regression techniques were used to determine the best possible combination of variables to predict GPA's and scores on the Dogmatism Scale, Internal-External Locus and Self Esteem Inventory.

On the basis of reviewing the literature, discussions with nursing instructors, and availability of test instruments, the following research hypotheses were formulated:

1. Older nursing students will score higher on the Dogmatism Scale (DS) (high score--closed mindedness) than younger nursing students.

   A. Students with previous nursing experience will score higher on the DS than those without nursing experience.
   B. Married students will have higher DS scores than single students.

2. Older nursing students will score higher (high score--external control) on the Internal vs External Locus of Control of Reinforcement (I-E) scale than younger nursing students.

A. Students with previous nursing experience will score higher on the I-E than those without nursing experience.
B. Married students will score higher on the I-E than single students.

3. Older nursing students will score higher on the Self Esteem Inventory (SEI) scale (high score--high self-esteem) than younger nursing students.

A. Students with previous nursing experience will score higher on the SEI than those without nursing experience.
B. Married students will score higher on the SEI than single students.

4. Older nursing students will report higher grade point averages (GPA's) than younger nursing students.

A. Students with previous nursing experience will report higher GPA's than those without nursing experience.
B. Married students will report higher GPA's than single students.

Significant Findings of the Study

1. The analysis of variance of Dogmatism Scale scores indicated that single students were more dogmatic than married subjects. This finding was contrary to the expectations of the research hypothesis.

2. The hypothesis that students with previous nursing experience would be more dogmatic received some support in the study, although the analysis of variance results failed to reach the level of significance. A low positive correlation was found between DS scores and nursing experience (high value, experience).

3. The DS scores failed to differentiate between the older and younger ADN students. Discussions with ADN instructors and directors along with the preliminary survey indicated an existing opinion that the mature students characteristically showed a higher level of dogmatism. Neither the analysis of variance results nor the correlations between DS and age (both non-significant) supported the research hypothesis. In fact, the data was in the opposite direction, suggesting that younger individuals tended to be more dogmatic.

4. Study results indicated a large standard deviation in all of the subgroups of the ADN sample. The ADN groups reported standard deviations ranging from a high of 5.63 to a low of 5.19. This compares with the SD of

4 reported by Rokeach (1960) based on national norms. The instructors in the ADN programs studied stated that older students and those with previous nursing experience were more rigid and inflexible. What may be occurring is that a few older students were quite noticeably closed-minded; thus, it was easy to stereotype this behavior to the larger group of mature students. An alternative to this suggestion is that instructors may be somewhat closed-minded (projecting) themselves and older students may question and challenge them to a greater degree than the younger students.

5. The second scale, the I-E, measured the students' perceptions of the location of control of their reinforcement. Younger students, as a group, were found to perceive their reinforcement as being beyond their control (external control) to a significantly greater extent than did their older classmates. Singles also were found to be the more externally controlled subjects. These findings were supported by significant negative correlations between I-E scores and age and marital status. Both of these findings were the reverse of what was projected in the research hypothesis.

6. It was hypothesized that students with previous nursing experience would score higher on the I-E than those without such experience. Study data indicated a tendency in the opposite direction. A significant negative correlation supported the tendency toward those with more experience and age being more internally reinforced.

7. The analysis of variance results of the Self-Esteem Inventory scores exhibited only one significant effect: married students were found to be significantly higher ($p. < .01$) on self esteem level than single students.

8. It was hypothesized that older students would exhibit higher SEI scores than younger students. Although the mean score for older students was higher than that for younger students, the means were not statistically different. A correlation of .13 was found to exist between SEI and age.

9. Previous nursing experience appeared to have little effect on SEI scores. Neither the Anova results nor the correlational analysis findings reached statistically significant levels. As on the DS results, the means and standard deviations on the SEI for each of the subgroups indicated a wider range of scores than reported in the literature.

10. High self esteem was found to be associated with being married by the study results.

11. In addition to the above three scale measures, an analysis of the GPA's reported by students showed:

    a. Older students, along with the married subjects, reported significantly higher grade point averages than younger and single students, respectively.

b. Younger students (defined as under 23 years of age) tended to achieve higher grades when they had nursing experience.

c. Older students with nursing experience tended to receive lower grades than their age mates with no experience.

Degree: Ed D

Committee: Marvin Powell(ch), Annette Lefkowitz, Henry O'Connor, Donald Ary, William K. Ogilvie.

SELF-ESTEEM, PERSONAL AND INTERPERSONAL VALUES OF NURSING STUDENTS IN DIPLOMA, ASSOCIATE DEGREE, AND BACCALAUREATE PROGRAMS

Mary Ann Kedzuf
1971

Statement of the Problem

The purpose of this study was to investigate the relationship of self-esteem to the personal and to the interpersonal values of student nurses and to investigate differences in these variables among the student nurses completing a baccalaureate program, a diploma program or an associate degree program.

Procedural Development of the Study

The sample consisted of a total of 288 graduating student nurses. The baccalaureate subjects were 90 nurses graduating from Northern Illinois University in 1969, 1970, and 1971. The diploma subjects were 104 nurses graduating from Rockford Memorial Hospital School of Nursing in 1969, 1970, and 1971. The associate degree subjects were 94 nurses graduating from Elgin Community College in 1969, 1970, and 1971.

Three instruments were used in this study: the Coopersmith Self-Esteem Inventory, the Gordon Survey of Personal Values, and the Gordon Survey of Interpersonal Values. The data in the study were the scores on these scales. They were analyzed by means of a two-way analysis of variance. To determine where the difference existed, the Scheffé procedure for comparisons between means was done for each of the scales.

The independent variables were preparation for graduation from one of the three schools in nursing education and occupational groups of the fathers. The dependent variables were self-esteem, the six personal values, and the six interpersonal values.

The hypotheses were stated in null form to facilitate statistical testing. The .05 level was used as a criterion for significance. The hypothesis are as follows:

1. Self-esteem does not significantly correlate with any of the personal values or with any of the interpersonal values.

2. Self-esteem does not significantly differ by type of nursing program.

3. The personal values do not significantly differ by type of nursing program.

4. The interpersonal values do not significantly differ by type of nursing program.

Significant Findings of the Study

1. The initial hypothesis which stated that no significant relationship would exist between self-esteem and personal and interpersonal values was retained for nine of the twelve values. The null hypothesis was rejected for the personal values of Variety and Goal Orientation and the interpersonal value of Leadership.

2. The hypothesis predicting no difference in the self-esteem of senior nursing students enrolled in the associate degree, the diploma, and the baccalaureate program was rejected. Senior student nurses enrolled in the baccalaureate program in nursing scored significantly higher than senior students in the associate degree and diploma programs in nursing. No significant differences were found between the associate degree and diploma programs in nursing on the Self-Esteem Inventory.

3. The hypothesis predicting no difference in the personal values of senior nursing students enrolled in one of the three nursing programs was retained for the personal values of Practical Mindedness, Achievement, and Decisiveness. The null hypothesis was rejected for the personal values of Variety, Orderliness, and Goal Orientation.

4. The hypothesis predicting no differences in the interpersonal values of senior nursing students enrolled in one of the three nursing programs was retained for the interpersonal value of Support. The null hypothesis was rejected for the interpersonal values of Conformity, Recognition, Independence, Benevolence and Leadership.

5. Among all subjects a statistically significant positive relationship was found between self-esteem and the value of Goal Orientation and a negative correlation between self-esteem and the value of Variety. The self-esteem of the associate degree students correlated negatively with Variety. The self-esteem of the diploma program students correlated positively with Goal Orientation and the self-esteem of the baccalaureate students correlated positively with the value of Leadership. The self-esteem of the baccalaureate students was statistically higher than students in the diploma and associate degree programs. No difference was noted between the self-esteem of the diploma and associate degree students.

6. The baccalaureate program students scored significantly lower than the associate degree program students on the Orderliness and Goal Orientation scales. The baccalaureate program students scored significantly higher than the associate degree program on the Variety scale. A comparison between the diploma program and the associate degree program noted a significantly higher score for the associate degree program on the Orderliness and Goal Orientation scales and a significantly lower score on the Variety scale. No significant differences were found between the diploma and baccalaureate program students for personal values.

7. The baccalaureate program students scored significantly lower than the diploma program on the Benevolence scale and significantly higher on the Leadership scale. The baccalaureate program students scored significantly lower than the associate degree students on the Conformity and Recognition scales and higher on the Independence and Leadership scales. The diploma program students also scored significantly lower than the associate degree students on the Conformity and Recognition scales and higher on the Independence scale.

8. Based on the results, the following conclusions were reached:

   a. The students in the associate degree program value Stability in residence and in work requirements. They are very goal directed individuals who value Recognition.

   b. The students in the diploma program value Variety and Independence and enjoy doing things for people.

   c. The students in the baccalaureate program have a high concept of themselves and value Variety and Independence as do the diploma students.

   d. The baccalaureate student places a higher value on leading and directing people than he does on doing for and/or sharing with others.

Degree: Ed D

Committee: Marvin Powell (ch), Ann Hart, Donald Ary, Peter Abrams, W. K. Ogilvie.

A STUDY OF CERTAIN CHARACTERISTICS OF BUSINESS TEACHERS IN COMMUNITY (JUNIOR) COLLEGES AND IN FOUR-YEAR COLLEGES AND UNIVERSITIES IN ILLINOIS WITH EMPHASIS ON THEIR OCCUPATIONAL BACKGROUNDS.

Leonard S. Holstad
1971

Statement of the Problem

The purpose of the study was to determine certain characteristics of the business teachers in Illinois community (junior) colleges and in Illinois four-year colleges and universities, with emphasis on their occupational backgrounds.

Procedural Development of the Study

The names of 1,572 business teachers were furnished by the chairmen of the business departments of seventy-six junior colleges and four-year colleges and universities. By use of a statistical formula, a sample size of either forty-eight or forty-nine was determined to be necessary to represent, properly, the entire population. In order to insure additional reliability the sample size was doubled. Questionnaires were sent to ninety-seven teachers picked by random sampling. Sixty-eight, or 70.1 percent, of the ninety-seven teachers returned completed questionnaires.

Significant Findings of the Study

1. Fifty-three, or 77.9 percent, of all the teachers had some business experience. Among the junior college teachers, twenty-one, or 80.7 percent, had business experience. Among teachers at four-year colleges and universities, thirty-two, or 76.2 percent, had business experience.

2. Approximately eighty-seven percent of the part-time teachers and three-fourths of the full-time teachers had business experience.

3. One-fourth of all the teachers reported that they were employed in business at the time of answering the questionnaires. Twelve, or 17.5 percent of the teachers, had their most recent business experience over ten years ago, while eleven, or 16.2 percent, had no business experience.

4. Approximately the same proportion of teachers at junior colleges (15.4 percent) as at four-year colleges and universities (16.7 percent) had no business experience. One-third of the junior college teachers were em-

ployed in business at the time of the inquiry compared with one-fifth of the four-year college and university teachers.

5. Forty-eight, or 70.6 percent of all the teachers, had business experience prior to their teaching careers. Employment during summer months and vacations, with 45.6 percent so reporting, was the second most frequently indicated means of obtaining business experience. One-fourth of the teachers had experienced part-time employment during the school year. One-fourth of the teachers reported from one to three years of business experience. One-fifth had more than ten years' experience.

6. Management experience in business was reported by 42.6 percent of the teachers. Sales experience, reported by 30.9 percent, was the next most frequently reported occupational experience.

7. Eighty-eight percent of junior college teachers of business subjects had five years or less of teaching experience. Less than twelve percent had more than five years experience in teaching at junior colleges.

8. Over one-fifth of the sixty-eight teachers were teaching accounting at the time of the inquiry. Management, taught by slightly less than one-fifth of the teachers, was the next most frequently mentioned subject being taught.

9. Almost ninety percent of all teachers were of the opinion that business experience was of benefit to them in (1) doing a more effective job of teaching, (2) becoming more acquainted with business practices and techniques, and (3) presenting to the students more facts about business.

10. Two-thirds of the teachers stated that business experience enabled them to render more effective vocational guidance to students.

11. Slightly more than one-half of the teachers were of the opinion that business experience (1) enabled teachers to make desirable contacts with business men, and (2) raised the teacher's stature in the eyes of the students.

12. About forty percent of the teachers were of the opinion that business experience enabled the teacher to secure a better teaching position.

13. Three junior colleges, or 4.4 percent of all schools, were reported as requiring business experience to teach business subjects, while forty-five percent of the teachers reported that their schools recommended business experience for teaching.

14. Slightly more than one-half of all responding teachers stated that business experience should be required to teach business subjects in junior colleges, while slightly less than one-half said that business experience should be required to teach in four-year colleges and universities.

15. There appears to be a positive relationship between the amount of business experience possessed by business teachers and their opinions of its value as an aid to teaching. Generally speaking, the more business exper-

ience possessed by the teachers, the greater was their support that business experience is of value in teaching.

Degree: M.S. in Ed

Committee: R. W. Cambridge, S. W. Eckert

THE STATUS OF DATA PROCESSING INSTRUCTION IN THE PUBLIC JUNIOR COLLEGES IN THE STATE OF ILLINOIS

June Dostal
1971

Statement of the Problem

The purpose of this study was to determine the status of data processing instruction offered by the public junior colleges in the State of Illinois. This study sought to gather specific information regarding the junior colleges in Illinois that offer instruction in data processing, depth of data processing instruction offered, types of data processing courses offered, accessibility of data processing courses, future plans for data processing instruction, enrollment of students in data processing courses, programming languages taught, equipment used for instruction, number and qualifications of data processing teachers, and opinions of data processing teachers relative to current practices in the teaching of data processing and teaching materials.

Procedural Development of the Study

Two questionnaires were developed to gather the information. The questionnaire to be filled out by the department head was sent to the head of the department under which data processing courses were taught in each of the thirty-five junior colleges in the State of Illinois. All branches of the same school were contacted and returns from schools operating under one catalog were summarized to represent one school. The other questionnaire was filled out by the teachers of data processing courses. Responses were received from 24 schools, or 69 percent of the 35 schools contacted, and from 60 percent, or 84 of the 141 teachers reported by the responding schools. Data collected were then tabulated and analyzed according to percentages.

Significant Findings of the Study

The following is a summary of the findings of this study:

1. A total of twenty of the twenty-one schools offering a sequence of data processing courses provided a sequence which led to an associate degree.

2. A total of sixteen of the twenty-three schools, or approximately three-fourths of the schools, made the courses available to anyone desiring

to take them regardless of previous educational background.

3. A total of twenty-three schools, or 96 percent of the responding schools, offer data processing instruction as separate course or courses.

4. Those schools which integrated data processing concepts or units in business education courses appear not to be doing a thorough job of integration in all fields of vocational business preparation especially in the clerical and management areas.

5. Those schools which integrated data processing concepts or units in courses outside the business education department appear not to be doing an adequate job in preparing students in the fields of science, math, and engineering for the data processing applications and concepts which may be encountered in these fields on the job.

6. Since twenty-three out of twenty-four responding schools provided at least one introduction to data processing course, it appears that practically all of the schools in the state were providing instruction in data processing on an introductory level. Since nineteen schools out of twenty-four, or 79 percent, offered unit record machine courses, it appears that about three-fourths of the schools were providing instruction in unit record machine operation. Since twenty-one of the twenty-four responding schools, or 88 percent, offered computer programming and systems analysis and design courses, it appears that almost all of the schools in the state provided instruction in programming and systems analysis and design.

7. In view of the mobility of the present student population, the fact that at least two-thirds of the schools in the state provided introduction to data processing, unit record machines, computer programming, and systems analysis and design courses indicates that Illinois residents do not lack sufficient opportunity to obtain data processing instruction in these areas in the public junior colleges.

8. The schools appear not to be providing sufficient opportunity to acquire knowledge relative to such specialized fields of data processing as computer technology, computer circuitry, teleprocessing techniques, and scientific programming applications since only a very small number of schools reported offering such courses.

9. The concentration in preparation by the schools for data processing positions was in the programming area, and other occupational areas in the field had not been emphasized.

10. Enrollments reported showed there were approximately twice as many students in introductory courses as there were in programming courses, and there were about three times as many introductory students as there were in unit record courses, indicating that only half of those who enter the field went on to programming courses and about one-third went on to unit record courses.

11. Schools teaching programming languages seemed to be emphasizing instruction in high level languages such as Cobol and Fortran as well as symbolic or assembler languages. Fortran was taught almost exclusively over other math-oriented languages.

12. The majority of schools using the verifier, reproducer, sorter, and collator were not using models which were updated and equipped with special features. With the exception of the calculator, the schools were using the latest updated models of other unit record equipment. The majority of schools had omitted instruction on the now-obsolete calculator. With few exceptions, up-to-date models of computers were used for instruction by the schools.

13. With few exceptions, teachers had qualified for their teaching positions by acquiring data processing knowledge through workshops conducted by computer manufacturers and through work experience with data processing equipment rather than through formal course work. One might assume that institutions of higher learning were not able to provide the type of preparation needed by data processing teachers to qualify for their teaching in this area.

Degree: M.S. in Ed

Committee: F. L. Crank, B. W. Stehr

A STUDY OF THE NUMBER OF OCCUPATIONAL AND OCCUPATIONAL-BUSINESS COURSE OFFERINGS IN TWENTY-THREE NORTHERN ILLINOIS JUNIOR COLLEGES

Darrell D. Wiener
1971

Statement of the Problem

The purpose of this study was to analyze the course offerings of each of the 23 junior college districts in Northern Illinois to see if the standard for occupational course offerings as outlined in the Public Junior College Act of 1965 was being met. The Act reads:

> "A minimum of 15 percent of the courses in the junior colleges must be in the occupational area and no more than one-half of these courses may be in business occupation areas."

More specifically the study attempted to secure information on the total number of course offerings in the junior college curriculum, the total number of course offerings in the occupational areas, and the total number of business courses offered in the occupational programs, in the 23 junior colleges in Northern Illinois to see if:

1. They do offer at least 15 percent of their courses in the occupational area, and
2. No more than one-half of these courses are in business occupations.

Procedural Development of the Study

The course offerings were listed for all instructional programs at each institution included in the study. After the master table of total courses and a tabulation of the programs were made for each junior college, the number of courses which were strictly occupational, the number of courses which were strictly transfer, and the number of courses that might be taken by students in either program, were tabulated.

Significant Findings of the Study

In view of the data collected as outlined previously, the following significant findings were indicated:

TABLE 1

A SUMMARY OF THE NUMBER OF TOTAL COURSES OFFERED AND THE NUMBER OF OCCUPATIONAL COURSES OFFERED IN TWENTY-THREE NORTHERN ILLINOIS JUNIOR COLLEGES

Junior College	Total Courses Offered	Occupational Courses Offered	Percentage of Occupational Courses Offered
Black Hawk College - East Campus	170	61	36.0
Black Hawk College - Main Campus	411	168	41.3
City Colleges of Chicago	885	386	43.6
College of DuPage	570	249	43.7
Elgin Community College	378	143	37.8
William Rainey Harper College	435	192	44.1
Highland Community College	279	100	35.8
Illinois Valley Community College	275	117	42.5
Joliet Junior College	415	207	49.9
Kankakee Community College	173	102	58.9
Kishwaukee College	303	126	41.2
College of Lake County	276	105	38.0
McHenry County College	220	127	57.7
Moraine Valley Community College	299	217	72.6
Morton College	289	119	41.2
Oakton Community College	70	15	21.4
Prairie State College	436	194	44.5
Rock Valley College	422	210	49.8
Carl Sandburg College	405	266	65.7
Sauk Valley College	329	163	49.5
Thornton Community College	509	206	40.5
Triton College	689	416	60.4
Waubonsee Community College	291	117	40.2

TABLE 2

A SUMMARY OF THE NUMBER OF OCCUPATIONAL COURSES
AND THE NUMBER OF OCCUPATIONAL BUSINESS COURSES OFFERED
IN TWENTY-THREE NORTHERN ILLINOIS JUNIOR COLLEGES

Junior College	Occupational Courses Offered	Occupational Business Courses Offered	Percentage of Occupational Courses Listed as Business Courses
Black Hawk College - East Campus	61	24	39.3
Black Hawk College - Main Campus	168	49	29.1
City Colleges of Chicago	386	84	21.9
College of DuPage	249	59	23.7
Elgin Community College	143	63	44.1
William Rainey Harper College	192	54	28.1
Highland Community College	100	42	42.0
Illinois Valley Community College	117	47	40.1
Joliet Junior College	207	63	30.8
Kankakee Community College	102	42	41.2
Kishwaukee College	126	39	30.9
College of Lake County	105	35	33.3
McHenry County College	127	51	40.2
Moraine Valley Community College	217	41	18.9
Morton College	119	43	36.1
Oakton Community College	15	15	100.0
Prairie State College	194	50	25.8
Rock Valley College	210	66	31.9
Carl Sandburg College	266	57	21.4
Sauk Valley College	163	53	32.5
Thornton Community College	206	89	43.2
Triton College	416	106	25.5
Waubonsee Community College	117	43	36.8

1. Occupational courses comprise over 15 percent of the total courses offered in all 23 junior college catalogs studied, thus meeting the minimum requirement set forth by the Junior College Act of 1965. The percentage range was from a low of 21.4 percent at Oakton to a high of 72.6 percent at Moraine Valley Community College. The mean of strictly occupational courses was 45.9 percent.

2. All junior colleges with the exception of Oakton offer significantly fewer than one-half the occupational courses in the area of business. The percentage range of business courses compared to occupational courses was from a low of 18.9 percent at Moraine Valley Community College to a high of 44.1 percent at Elgin Community College, excluding Oakton Community College. The mean was 32.6 percent, excluding Oakton Community College.

3. The vast number of programs and courses offered in the occupational area would indicate that the junior colleges are meeting the needs of the local community and of its students as set forth in its philosophy.

Degree: None (Independent Research)

APPRAISAL DEVICES UTILIZED FOR STUDENT PLACEMENT BY TWENTY-NINE ILLINOIS COMMUNITY COLLEGES

James E. Hedstrom
1971

Statement of the Problem

The purpose of this study was to investigate the special appraisal devices used for placement purposes in the course sequences offered by community colleges in Illinois. It was hoped to be able to partially answer the following relevant questions: What was the current use of appraisal devices in aiding student placement? What specific devices were being used and for what types of curricula/programs of instruction? How effective and useful have these devices been in the placement of students?

Procedural Methods of the Study

A four-page questionnaire was designed in an attempt to answer the above questions and was sent to the Director's/Dean's of Guidance/Student Personnel Services at thirty (30), randomly selected, Illinois community colleges. A 97 percent return was received, 29 of 30 questionnaires. Of those reporting, all were publicly-supported and subscribed to the "open-door" policy.

From five randomly selected community college catalogs a composite list of twenty-seven (27) college-parallel curricula and twenty-eight (28) vocational-technical curricula were developed. Participating institutions were asked to indicate any appraisal device(s) used as an aid in placement into those specifically listed college-parallel and vocational-technical curricula. Of the twenty-nine (29) participating institutions, nine (9) indicated "NO" special appraisal devices for any of the listed college-parallel curricula and nineteen (19) indicated "NO" special appraisal devices for any of the listed vocational-technical curricula.

Significant Findings of the Study

1. The participating institutions were asked to respond to the question: "Is the American College Testing Program (ACT) used in your institution as

an aid in placement of students in the...listed programs of instruction?" Of the twenty-nine (29) participating institutions, the American College Testing Program (ACT) was used to aid in student placement in: the college-parallel program by twenty-seven (27) institutions (93 percent); the vocational-technical program by twenty-three (23) institutions (79 percent); the general education program by twenty-four (24) institutions (83 percent); the developmental program by twenty-five institutions (25) (86 percent).

2. The following table indicates the frequency of other commonly reported appraisal devices used, for the most part, in conjunction with ACT for student placement as reported by the 29 participating institutions:

TABLE I

FREQUENCY OF COMMONLY REPORTED APPRAISAL DEVICES OTHER THAN ACTP.
N=29 Percent indicated in ().

APPRAISAL DEVICE	High School Grades/ Class Rank	High School Grades & Self-Appraisal	Reading Test	Reading Test & Other Device	High School Grades & Other Device	Other Device Not Already Listed	High School Grades & Reading Test
PROGRAM OF INSTRUCTION							
College-Parallel	6(20.7)	4(13.8)	3(10.3)	1(3.4)	7(24.1)	3(10.3)	0(0)
Vocational-Technical	3(10.3)	4(13.8)	2(6.9)	2(6.9)	9(31.0)	4(13.8)	0(0)
General Education	5(17.2)	4(13.8)	2(6.9)	1(3.4)	6(20.7)	3(10.3)	0(0)
Developmental	4(13.8)	4(13.8)	2(6.9)	3(10.3)	7(24.1)	5(17.2)	2(6.9)

As can be seen from Table I, high school grades/class rank, whether used alone or in conjunction with another device besides ACT, was the most frequently reported appraisal device used to aid student placement.

3. The most commonly reported reading device, whether used alone or in conjunction with another device, was the Nelson-Denny Reading Test. The "other" devices reportedly used with a reading test include: School and College Ability Test, Edwards Personal Preference Scale, Strong Vocational Interest Blank, Kuder Preference Record and the Cooperative English Placement Test.

4. The "Other" devices reportedly used with high school grades/class rank as an aid in student placement include an extensive range of measures. They were: General Aptitude Test Battery (GATB), Comparative Guidance and Placement Program of CEEB, General Educational Development Test (GED), Career Planning Profile of ACT, Iowa Tests of Educational Development (ITED), Scholastic Aptitude Test (SAT), New Purdue English Test, SRA Junior College Placement Program, test data from high school transcripts, various test batteries (not specifically listed), and aptitude tests (not specifically listed).

5. From Table I, the "Other Devices Not Already Listed" include: Differential Aptitude Tests (DAT), Cooperative English Placement Test, College-Level Examination Program (CLEP), Comparative Guidance and Placement Program of CEEB, SRA Junior College Placement Test, Strong Vocational Interest Blank, Mier's Briggs Personality Test, aptitude tests (not specifically listed), and proficiency tests (not specifically listed).

6. The specific college-parallel curricula for which specific appraisal devices were used as an aid in student placement into those curricula are listed in the following table (Table II):

TABLE II

COLLEGE-PARALLEL CURRICULA UTILIZING SPECIAL APPRAISAL DEVICES
REPORTED BY AT LEAST FOUR INSTITUTIONS
N=20

MAJOR AREA CURRICULA	SCHOOLS REPORTING	DEVICE(S) USED
1. Accounting	4	1. Placement 2. H.S. Grades, ACT Scores & Test Battery 3. ACT 4. SVIB and General Math Test
2. Biology	6	1. ACT Composite 2. ACT 3. H.S. Grades, ACT Scores, Test Battery 4. Institutionally Devised Pre-Test 5. ACT & Grades 6. CEEB
3. English	13	1. ACT Composite 2. ACT & Reading Tests 3. S.S. on ACT & H.S. Grades 4. ACT (English) & Nelson-Denny Reading 5. ACT (English Subtest) 6. ACT, OTIS, Writing Sample 7. ACT 8. ACT, H.S. GPA & Class STDG 9. Coop English & Coop Reading 10. ACT, Grades, Purdue Test 11. ACT & Class Rank 12. Coop English 13. ACT Raw Score

TABLE II - (Continued)

COLLEGE-PARALLEL CURRICULA UTILIZING SPECIAL APPRAISAL DEVICES
REPORTED BY AT LEAST FOUR INSTITUTIONS
N=20

MAJOR AREA CURRICULA	SCHOOLS REPORTING	DEVICE(S) USED
4. Foreign Language	7	1. ACT Composite 2. American Council on Ed. Cooperative Tests - Revised Series Elemen. Form P 3. Coop Foreign Language Test Form LA - Spanish, French, German, Modern Language Assn. 4. Achievement & Interview 5. Grades 6. Coop MLA 7. Departmental Evaluation
5. Mathematics	12	1. H.S. Teacher Recommendations & Institutional Proficiency Exam 2. ACT Composite 3. S.S. on ACT & H.S. Grades 4. Placement 5. H.S. Grades, ACT Scores & Test Battery 6. ACT 7. Institutionally Devised Pre-Test 8. ACT, Grades 9. ACT & Class Rank 10. Local Tests 11. Coop Algebra I 12. ACT (Math Subtest)

Two-thirds (20) of the participating institutions responded to the twenty-seven college-parallel curricula. Yet, only five of the curricula received comment from at least four institutions. Table II indicates these five curricula, the number of schools reporting, and the specific device(s) used, as stated by the reporting schools.

7. English and mathematics were the most frequently reported college-parallel curricula for which appraisal devices are used in student placement. The American College Testing Program (ACT), whether used alone or in conjunction with another appraisal device, i.e. class rank, high school grades, was the most frequently reported device used for student placement in these curricula.

8. Only one-third (10) of the participating institutions responded to the twenty-eight vocational-technical curricula presented in the questionnaire. Of the twenty-eight curricula, only six received comment from at least four institutions. Table III indicates these six curricula, the number of schools reporting, and the specific appraisal device(s) used, as stated by the reporting schools.

TABLE III

VOCATIONAL-TECHNICAL CURRICULA UTILIZING SPECIAL APPRAISAL DEVICES
REPORTED BY AT LEAST FOUR INSTITUTIONS
N=10

MAJOR AREA CURRICULA	SCHOOLS REPORTING	DEVICE(S) USED
1. Auto Technology	4	1. H. S. Grades, ACT Scores, & Test Battery 2. H.S. Grades 3. Mechanical Aptitude & Stanford Achievement 4. GATB, Kuder & Vocational Tests
2. Data Processing	7	1. Interview 2. H.S. Grades, ACT Scores, & Test Battery 3. H.S. Grades 4. NCR Data Processing Test 5. SRA Data Processing Aptitude 6. Data Processing Aptitude (SRA) 7. IBM-Data Processing
3. Drafting Technology	4	1. Interview 2. H.S. Grades 3. H.S. Grades, ACT Scores, & Test Battery 4. Kuder & Voc. Tests
4. Electricity & Electronics Technology	4	1. Interview 2. H.S. Grades, ACT Scores, Test Battery 3. H.S. Grades 4. Kuder & Voc. Tests
5. General Clerical	4	1. H.S. Grades, ACT Scores, Test Battery 2. H.S. Grades 3. SRA Short Test of Clerical Ability 4. SRA Clerical Tests
6. Nursing (Practical & RN)	6	1. ACT & Nelson-Denny Reading 2. GATB & League of Nursing Tests 3. Personal Interview 4. League of Nursing Tests 5. CTMM, Nelson-Denny Reading & League of Nursing Tests 6. GATB

9. As can be seen from Table III, data processing and nursing were the most frequently reported vocational-technical programs for which appraisal devices aid in student placement. Tests developed by Science Research Associates (SRA) and by computer firms, such as NCR and IBM, appear to be the most widely used student placement devices in the data processing curricula. In the nursing program, the "League of Nursing" tests were most widely indicated, with two institutions reporting the use of the General Aptitude Test Battery (GATB) and/or the Nelson-Denny Reading Test.

10. As indicated on Table IV below, one-half of the reporting institutions considered testing used for student placement to be of questionable or limited value based upon the comments above. Approximately one-fourth of the institutions indicated that testing was generally helpful. One-fifth of the reporting schools indicated that test correlations were too low to make them of value as an aid in student placement.

TABLE IV

OPINION EVALUATION OF CURRENT ILLINOIS COMMUNITY COLLEGE TESTING PROGRAMS WHEN USED FOR STUDENT PLACEMENT
N=19

Counselor Evaluation	Number of Schools Reporting	Percent
Testing - indispensable	1	5.3
Testing - generally helpful	5	26.3
Testing - questionable or limited value (slightly better than chance)	9	47.4
Testing - correlations too low to be of value	4	21.1

Degree: None (Independent research)

ACADEMIC ADVISEMENT:
AS PERCEIVED AND PRACTICED IN
ILLINOIS PUBLIC COMMUNITY COLLEGES

A. Harris Moeller
1971

Statement of the Problem

The purpose of the study was to determine the general state of "academic advisement" as perceived and practiced in Illinois public community colleges.

Procedural Methods of the Study

A three-page questionnaire designed to obtain answers to the questions concerning academic advisement, as perceived and practiced in Illinois public community colleges, and a letter explaining the reasons for the questionnaire were mailed to the Deans of Students of the forty-six public community college campuses in Illinois. A definition of "academic advisement" was included with the letter and questionnaire.

Significant Findings of the Study

To report the findings of the study, a summary of the responses of the thirty-two Deans of Students of Illinois public community colleges who completed and returned the questionnaire is provided. In addition, appropriate comments which were made on the questionnaire are included in order to provide a more accurate description of academic advisement as practiced in Illinois public community colleges.

1. Are all of the students enrolled at the college assigned an academic advisor? If not all, are some students assigned to academic advisors? Which students?

(a) A total of six responded that all of the students enrolled were assigned an academic advisor.
(b) A total of 19 responded that some of the students enrolled were assigned an academic advisor.
(c) A total of seven responded that none of the students enrolled were assigned an academic advisor.

Of the 19 responding that some of the students enrolled were assigned an academic advisor, the criteria which determined whether or not a student is assigned an advisor are: 1) full-time status, 2) academic program and 3) on campus.

(a) Eleven of the 19 responded that all full-time students are assigned an advisor.
(b) Seven of the 19 responded that some academic programs have advisors and students who pursue these programs are assigned an advisor. The majority of these academic programs could be classified as career or technical.
(c) One of the 19 responded that students who are taking courses by extension are not assigned an advisor.

Comments indicate that in at least two-thirds of the community colleges responding, students pursuing courses that may be classified as community service, continuing education, adult education or non-credit are not assigned an advisor. Of the seven responding that none of the students enrolled were assigned an academic advisor, counselors rather than faculty were primarily responsible for academic advising.

2. Are there students who do not need any academic advisement?

(a) A total of 14 responded that all students need and can benefit from academic advisement.
(b) A total of eight responded that some students who are pursuing adult education, continuing education, community service programs or non-credit courses do not need academic advisement.
(c) A total of seven responded that a very few do not need academic advisement. The very few are characterized as mature, knowledgeable of themselves and academic programs, and academically able.
(d) A total of three did not respond to this question.

3. Who serves as academic advisors? Administrators? Faculty? Counselors? Others?

(a) A total of two colleges responded that all administrators, faculty and counselors serve as academic advisors.
(b) A total of seven responded that all or some of the administrators serve as academic advisors. In addition to the two colleges in which all administrators serve as advisors, the percentage of administrators serving as advisors of the remaining five were 1%, 10%, 10%, 16%, and 37%. The study made no attempt to define administrator.
(c) A total of 21 institutions responded that all or some of the faculty serve as academic advisors. The percentage is illustrated as follows:

Percent of Faculty Serving As Advisors	Number Responding
75-100%	11
50- 74%	2
25- 49%	1
1- 24%	7

(d) Thirty-one institutions indicated that all or some of the counselors serve as academic advisors. Only one college indicated that none of the counselors serve as academic advisors. Of the 31 indicating that counselors serve as academic advisors, 27 indicated that 100% of the counselors serve as academic advisors; the percentage of the counselors

serving as advisors of the remaining four were 40%, 50%, 85% and 90%.

(e) A total of nine responded that counselors do all of the academic advising; counselors and academic advisors are synonymous.
(f) A total of one responded that faculty do all of the academic advising.

4. Are counselors because of training, allotted time, and interest better suited to serve as academic advisors than are most faculty?
(a) A total of 23 responded "YES" to this question.
(b) A total of five responded "NO" to this question. Their answer was consistent with their other responses in that these five colleges, in general, included a greater participation and involvement of faculty in the academic advisement process than did the other colleges.
(c) A total of four responded that they could not answer with a "YES" or a "NO". Their comments, however, tended to support a "NO" response, in that they thought that both counselors and faculty possess attributes favorable for academic advising.

A frequent comment concerning this question pertained to the "undecided" student. Even several of those responding "NO" to the question commented that a counselor is better suited than most faculty to work with the undecided student.

Whether or not a professionally trained counselor is being used to good advantage when serving as an academic advisor is another consideration. To this question 25 responded "YES", four responded "NO", and three responded with ambivalence. However, of those responding "YES", the comments indicated that a counselor should not devote all of his time to academic advising. Even at colleges in which counselors do all of the academic advising, several responded that no more than one-third of the counselor's time should be devoted to academic advising.

5. With respect to academic advisement, do certain faculty possess more expertise in certain areas than do counselors?

(a) A total of 27 responded "YES" to this question.
(b) A total of four responded "NO" to this question.
(c) A total of one did not respond to the question.

If certain faculty possess more expertise in certain areas, why are counselors better suited to serve as academic advisors? The general comment to what seems to be a conflict is that faculty possess more expertise in their discipline but that an academic advisor in a community college should possess a counseling point of view. An academic advisor should be more of a specialist in students rather than in an academic discipline. As one respondent warns, expertise without student commitment is useless in academic

advising, in that the vested interest may be that of building an academic program rather than assisting students.

6. Do academic advising interviews facilitate involvement which may result in a counseling situation?
(a) A total of 27 responded "YES" to this question.
(b) A total of two responded "NO" to this question.
(c) A total of three did not respond to the question.

7. Approximately, how many minutes per semester should be provided on an individual basis for academic advisement for the "average" community college student?
(a) Although many respondents objected to the term "average" community college student, the following frequency table summarizes the responses:

Minutes per semester for Individual Academic Advisement	Number Responding
20-29	4
30-60	18
61-120	4
Range: 20-120	
Mode: 30	

(b) Several responded that new students should be provided more time than returning students. In addition, some academic advisement could occur in groups as a supplement to the individual process.

8. Are Deans of Students satisfied with the advising process as it is presently employed at the community college in which they serve?
(a) A total of 12 responded "YES" to this question.
(b) A total of 18 responded "NO" to this question.
(c) A total of two responded that they could not answer the question with a "YES" or "NO".

A few of the newer community colleges indicated changing the advisement process each year as they endeavor to improve academic advisement. Some are incorporating aids such as the computer to improve the advisement process.

Degree: None, Independent Research

A STUDY OF COMMUNITY COLLEGE COUNSELOR ATTITUDES TOWARD UNIVERSITY R.O.T.C. ARTICULATION

L. K. von Schilling
1971

Statement of the Problem

This study was an attempt to determine the reaction of community college counselors to R.O.T.C. recruiting practices in community colleges and the extent of counselor knowledge relative to University R.O.T.C. programs.

Procedural Development of the Study

A questionnaire was developed to obtain the information determined to be pertinent to the study and this was sent to thirty selected community colleges. Twenty-two (73 percent) of the questionnaires were returned. thirteen returns represented northern Illinois institutions, and nine represented institutions from the southern portion of the state.

Significant Findings

The information collected in the process of the study indicated that:

1. Sixty-nine percent of the northern Illinois community college counselors indicated that they had received information relative to two-year R.O.T.C. programs offered by state universities. One-hundred percent of the southern Illinois counselors indicated that they had received this information.

2. All counselors except one from each of the community college groups (northern and southern Illinois) indicated that ROTC information should be provided by them for their students.

3. The two counselors who did not agree that they should be involved in such counseling indicated that it could be provided at a "Career Day" or similar function.

4. Sixty-nine percent of the northern section counselors and 22 percent of the southern section counselors indicated that their students had never sought R.O.T.C. information from them.

5. Almost all college counselors indicated that they had received R.O.T.C. hand-out material for their students and briefing material for counselors. The counselors thought that the student hand-out material was more effective than the counselor material.

6. The community college counselors indicated that seldom, if ever, did Army personnel make visitations to their institutions. However, the majority of the counselors approved of these visitations.

7. Eighty-seven percent of the community college counselors did not know or could not approximate the number of their male transfer students who enrolled in R.O.T.C. after transfer.

8. Counselor approximations of the number of male students who transferred from their institutions to senior collegeseach year ranged from 40-1000.

9. The age range of the counselors sampled was from 30-60 years of age and the large majority were veterans of either World War II or Korea.

10. Nine percent of the counselors (two individuals from northern Illinois community colleges) did not believe that R.O.T.C. recruiting should be done in the community college. The remainder approved.

11. A slight majority of the southern Illinois community college counselors approved of the idea of having the Basic ROTC Program (first two years) offered at the community college. A slight majority of the northern group disapproved of the idea. The young non-veteran counselor tended to disapprove of R.O.T.C. activities.

12. Only one counselor sampled knew all of the senior Illinois institutions offering R.O.T.C. The average counselor knew three.

Degree: None, independent research

A SURVEY OF STUDENT ACTIVITY PROGRAMS AT SELECTED ILLINOIS COMMUNITY JUNIOR COLLEGES

Steve Geyer
1971

Statement of the Problem

It was the purpose of this study to gather data relating to Illinois community junior college student activity programs, to analyze the collected data to determine characteristics of Illinois community junior college student activity programs and to communicate the findings to student activity personnel.

Specifically data was to be gathered concerning:

1. Types of student activities offered at Illinois community junior colleges and the extent of student participation in these programs.
2. Sources and amount of financial support of student activity programs.
3. Faculty and staff involvement in the student activities program.
4. Problems of student activity programs at Illinois community junior colleges.

Procedural Methods of the Study

Twenty Illinois community junior colleges were selected for the study sample. The colleges were selected so as to vary in enrollment size and location throughout the state.

A review of those sections relating to student activity programs contained in the recent college catalogs and student handbooks provided a general knowledge of the organization and scope of Illinois community junior college student activity programs. From this general knowledge a questionnaire was prepared to gather more specific information and was sent to the dean of student personnel services or to the director of the college student activity program.

Significant Findings of the Study

An analysis of the data involved in the study indicates that:

1. All colleges include student government, clubs and organizations as part of the student activity program.

2. Eighty-three percent of the colleges include student publications and intramural athletics in the student activity program.

3. Seventy-eight percent of the colleges provide for drama, chorus and intercollegiate athletics in the student activity program.

4. College credit is most often given for chorus and band, activities which are usually scheduled as classes.

5. Sixty-four percent of the colleges estimate that 25-50% of their daytime students participate in student activities. Seventeen percent indicate that 1-25% participate.

6. Ninety-four percent of the colleges receive their student activity funds from mandatory student fees.

7. The range of student activity budgets was from $3,000 per year to $135,000 per year. The budget range for institutions enrolling 1000-1999 students was $3,000 to $45,000. In schools from 2,000 to 2,999 enrollment it was $16,000 to $45,000. In schools from 3,000 - 3,999 it was $20,000 to $38,000. In schools from 4,000 - 4,999 it was $32,000 to $60,000. One community college had not set up a budget for its student activity program.

8. Staff participation as adviser of activities is rated as "adequate" by forty-four percent of the colleges. Twenty-eight percent rate staff participation "poor". The same percent received an "enthusiastic" rating.

9. Only one college considers staff advisership as part of the teaching load.

10. Additional remuneration is received for staff advisership in thirty-three percent of the colleges.

11. None of the colleges use non-staff persons as advisers.

12. Financial support, even within comparable enrollment size, varies considerably.

13. Fifty percent of the colleges report that inadequate facilities pose a serious problem at their campus.

14. Lack of student involvement or student apathy was identified as a problem area by forty-four percent of the colleges.

15. Twenty-two percent of the colleges identified lack of faculty support for student activities as a problem area.

Degree: None (Independent Research)

A STUDY OF

MOTIVATIONAL FACTORS AND SOCIAL GROUPINGS INVOLVED

IN COMMUNITY COLLEGE ATTENDANCE BY OLDER STUDENT AGE GROUPS

Carol Petersen
1971

Statement of the Problem

The purpose of this study was an attempt to investigate three factors involved in the question: "Is the community college, by reason of its original creation and its continuing existence, fulfilling a need of the community relative to students twenty-five years and older?" The approach in investigating this question took the form of four evaluation determinations.

A. An evaluation of the pre-enrollment higher educational motivations of students twenty-five years and older.

B. A determination of the post enrollment value attached by adults to the completion of a community college educational experience by the student.

C. An evaluation of post enrollment factors directly associated with the community college that have had an effect on this group of students relative to educational and/or occupational aspirations.

D. An attempt to determine patterns of social grouping of students in the sample.

Procedural Development of this Study

1. The study was based on data collected from a sample of fifty students enrolled at Waubonsee Community College, Fall Semester 1970.

2. The design of the study instrument was based on questions asked by educators, psychologists and sociologists set forth in various readings in the Kaoru Yamamoto edition, "The College Student and his Culture" (Boston: Houghton Mifflin Company, 1968).

3. The instrument was administered to 102 students randomly selected and who were enrolled in six classes. One class was strictly of the non-transferable variety, the other five being either terminal or transferable.

4. Of the 102 students sampled, 52 indicated that they were less than twenty-five years of age and were eliminated from the final sample. The percentage ratio of the sample (52:50) correlates almost exactly with the overall student population ratio at Waubonsee.

Significant Findings of the Study

Analysis of the data involved in this study indicates that:

1. Ninety percent of the sample indicated that financial and geographic accessibility was a determining factor in community college attendance.

2. Ninety-four percent of the sample indicated that a community college certificate or degree was a prerequisite to elevation in employment opportunity, either guaranteed (job promotion - 32%, salary increase - 39%) or assumed (through securing of new employment, 56%-62%). Eighty-seven percent felt college was an occupational necessity.

3. To 40% of the sample, the creation of the community college was a determining factor of college attendance and to 52% its creation presented the opportunity for an initial college experience.

4. A high degree of student perseverance was evidenced by the sample statistic, $\bar{X} = 2.6$ semesters attended. (Note: Waubonsee was just in its fourth year of operation, and only its second year in a permanent location.)

5. A high degree of student determination was evidenced by the sample statistic, $\bar{X} = 6.24$ hours per semester, when related to the fact that 72% of the sample were married and the fact that 98% were employed.

6. A high degree of sincerity of purpose was reflected by the frequencies registered within the various age intervals (48%, 25-29 years old; 44%, 30-39 years; and 8% over 40)

7. Geographic and financial accessibility were determining factors in continued attendance of a minimum of 40% of the sample, and may be extremely important or even deciding factors for an additional 12%.

8. Sixty-eight percent of the sample felt that their educational and/or occupational aims and aspirations had been influenced by their community college educational experience.

9. The influencing factors for educational and/or occupational aims and aspirations were principally of the self-discovery variety, directly influenced by the community college environment.

10. Direct influence from faculty and/or counselors, the institutionally assisted discovery variety, was found to be insignificant relative to this age group.

11. Forty-six percent of the sample indicated that they socialized with classmates while in the campus setting. Educational concerns (65%) and current local concerns (17.5%) were the two topics most frequently discussed with classmates.

12. Ten percent of the sample indicated that they often socialized off-campus with individuals that they met through college attendance. Forty percent said that they never did.

13. Ninety-eight percent of the sample indicated that they did not socialize (informal discussions, coffee, etc.) with faculty while on campus and 94 percent indicated that they did not socialize with guidance personnel or administrators.

14. The principal academic reasons given by the adult students for attending a community college were: to prepare for transfer to a senior college (32 percent), to complete a certificate or degree program (32 percent), to study one or two courses of particular interest (18 percent), to get a general education background (18 percent).

15. Other reasons (non-academic) given for attending a community college were: obtain occupation skill (62 percent), develop intellectual and social skills (30 percent), satisfy intellectual curiosity (6 percent), learn to relate to people (2 percent).

16. Eighty-six percent of the sample were working forty or more hours per week, 30-39 hours (4 percent), 20-29 hours (6 percent), less than 20 hours (4 percent).

17. The adult students involved in the sample were found to be carrying the following number of credit hours during the semester in session: three hours (34 percent), six hours (42 percent), nine hours (12 percent), twelve or more hours (12 percent).

18. Forty-eight percent of the sample had previous post-high school educational experience. Twenty-eight percent of this group had attended one other institution, 18 percent had attended two other institutions, and two percent had attended three or more other institutions.

19. The three most frequently mentioned motivational changes mentioned by the adult students after their community college experience were: upgraded educational aims, revision of occupational aims and aspirations, change of major area of study.

20. The rank order of influences effecting motivational changes were:

    a. Discovery of ability to do college work.
    b. Discovery of study areas of preference.
    c. Change of personal priorities and values.
    d. General intellectual and social stimulation.
    e. Clarification of personal abilities and aptitudes.
    f. Employer influence.
    g. Teacher influence.
    h. Family influence.
    i. Student-friend influence.
    j. Counselor influence.

21. A definite identifiable single cultural group was not existent within the twenty-five plus age group, however, it was determined that approximately ten percent of the sample had formed and were actively involved in a definite subculture. The remaining ninety percent of the sample could be divided into three subcultural groups, each of which has its own individual characteristics.

Group A (10% of the sample) Group A was a subculture composed of married students where both husband and wife attend a community college. This group is highly motivated to socialize both on and off campus with other students, and in fact, through this process of socialization and other college related activities and responsibilities, of necessity had formed a distinct pattern of living.

Group B (36% of the sample) Group B was a social group whose members regard a college experience as a social-cultural necessity not only while they are attending college (pre-graduation) but also relative to the time when they will have completed their college education (post graduation). This group was of medium motivation to socialize away from the campus setting with college classmates, but did actively participate in the socialization process on campus.

Group C (8% of the sample) Group C was a social group, whose members regard a college experience as a social-cultural necessity primarily from the standpoint of the benefits to be derived from the experience (college attendance) in post-graduation days. This group had a low motivational factor toward socialization within the campus setting and only a slightly higher motivational factor toward socializing away from campus.

Group D (46% of the sample) Group D was a social group, whose members saw no advantage socio-culturally to community college attendance. Any social contact with other students, that may occur, would be accidental. Never-the-less, this was a particular social subgroup for they, like the other groups mentioned, shared the common characteristics of being a student (status) and of attending classes and doing assignments (role).

Degree: None (Independent research)

AN ANALYSIS OF SELECTED CHARACTERISTICS OF ENTERING FULL-TIME STUDENTS AT KISHWAUKEE COLLEGE, FALL-1970

Tony Davison
1970

Statement of the Problem

The purpose of this study was to prepare a profile of characteristics of the full-time students entering Kishwaukee College during the fall semester, 1970. The student characteristics examined included age, sex, family background, educational background and expectations, and occupational expectations.

Procedural Method of the Study

The information gathered for this study came from two sources. The first source was a questionnaire administered via the optional question section of the Junior College Placement Program tests which were administered to the 238 full-time students prior to the beginning of regular classes. Secondly, additional data was drawn from subsequent follow-up questionnaires administered at mid-semester. The findings of this study were reported in raw scores or in terms of percentages of the 238 full-time students who entered Kishwaukee College in September, 1970.

Summary of Significant Findings

An analysis of the data involved in the study indicates that:

1. Sixty-three percent (151) of the 238 new full-time students were male, as compared to thirty-seven percent (87) female.

2. Ages ranged from 17 to 25; however, only eleven percent of the students were 19 or older. Sixty-six percent of the students were age 18; twenty-two percent age 17. Only five of the females were over age 18.

3. Eighty-three percent of the students (198) came from in-district communities. No students came from states other than Illinois but a number less than one percent came from foreign countries.

4. Eighty-five percent of the students graduated from one of the eight community high schools in the Kishwaukee College District.

DeKalb High School	24%	Shabbona High School	10%
Rochelle High School	16%	Malta High School	5%
Sycamore High School	12%	Waterman High School	5%
Genoa-Kingston High School	10%	Hiawatha High School	3%

5. Ninety-six percent of the new students possessed a high school diploma including two percent whose diplomas were obtained by completion of correspondence courses and/or tests of General Educational Development.

6. Nine percent of the new students, all male, were entitled to veteran's educational benefits.

7. While twenty-five percent of the students indicated no desire to earn money while in college, thirty percent indicated a desire to earn $15 to $30 per week, nineteen percent a desire to earn between $30 and $45 per week. Thirteen percent desired to earn more than $45 per week while enrolled as full-time students.

8. Seventy percent of the full-time students expected to be working more than the ten hour per week maximum suggested by many colleges for full-time students. The students indicated an intention to spend the following number of hours at outside employment each week while attempting a full academic load at the college.

13%	0 hours	24%	10-14 hours
5%	1-4 hours	46%	15 or more hours
10%	5-9 hours		

9. Three percent of the new students indicated they were married and living apart from their parents.

10. Eighty-nine percent of the students were still living at home with their parents, while an additional four percent lived with other relatives or guardians.

11. Four percent of the students came from a family of one child, however, seventy-five percent came from families having more than the national average of children. Twenty-nine percent had at least four brothers or sisters.

12. Forty-nine percent of the students expected to spend 30 to 60 minutes traveling round trip to school on each class day. Thirty-seven percent anticipated 30 minutes or less. No one anticipated driving more than 60 minutes one way.

13. Ninety-three percent of the students were attending college for the first time. Seven percent of the new students had attended a college other than Kishwaukee.

14. Concerning the choice of a college major for transfer:

    42% had made a definite choice and commitment, 39% had made a specific choice but had reservations, 13% did not want to choose a major at this stage and 6% indicated that they were completely undecided about choosing a major.

15. The students as a group were optimistic about success in college. When asked to predict their personal grade average as a freshman the resultant average grade point average was 2.67 or a B- average. Only two percent of the students conceded that they might do more poorly than their classmates.

16. Forty-seven percent of the new students expressed a definite dislike of taking tests. Five percent went so far as to indicate a fear of tests and a tendency to panic in test situations.

17. Given a list of course areas from which to indicate their least liked areas of study the students responded as follows: 7% Physical Education or Industrial Arts, 25% The Social Sciences, 34% Mathematics, 6% The Natural Sciences and 25% Foreign Languages, Literature, Arts or Music.

18. Given a list of course areas from which to indicate their first preference the students responded as follows: 37% Preferred Physical Education or Industrial Arts, 21% Preferred the Social Sciences, 12% Preferred Mathematics, 17% preferred the Natural Sciences and 11% Preferred Foreign Languages, Literature, Art, or Music.

19. When asked to consider the highest level of education they expected to attain beyond high school: 6% indicated a complete program of one year or less, 33% indicated a two-year degree or two years of college, 39% indicated a Baccalaureate degree, 19% indicated a Master's degree and 2% indicated a Doctor's degree.

20. Of the student's fathers; 3% had less than an eighth grade education, 17% had completed the eighth grade, 57% had completed high schoool, 18% had completed a Baccalaureate degree and 3% had completed at least a Master's degree.

21. Of the student's mothers: 3% had less than an eighth grade education, 8% had completed the eighth grade, 67% had completed high school, 18% had completed a Baccalaureate degree and 3% had completed at least a Master's degree.

22. When asked their general attitudes toward attending college: 62% looked forward to college and expected to do well, 24% looked forward to college but were not sure they could do the work, 12% were somewhat apprehensive of the college experience generally, 1% were going to college only because of family pressure, and one percent were going to college as a means of avoiding the draft.

23. When asked the type work and working conditions they enjoyed the most: 26% indicated a preference for working with people, 37% preferred to work outdoors, 39% indicated a preference for a combination of physical and mental labor and 16% indicated a preference for working only with their hands.

24. Concerning their probable future occupation, 63% of the students felt quite confident that they would be able to get the job they wanted upon completion of school. An additional 24% felt that they might not get the job they really wanted but would find a similar job in the same area or field. Ten percent felt that they had only a fair chance, even with some college experience, of getting to do the work they would enjoy in life.

Degree: None (Independent Research)

A STUDY OF PREDICTIVE INDICATORS (ACT & CLASS RANK) FOR ENTERING JUNIOR COLLEGE STUDENTS WITH ACT SCORES IN THE FIRST QUARTILE

Lowell N. Hoisington
1971

Statement of Problem

Students entering junior colleges come from various educational backgrounds. American College Testing (ACT) scores and rank in class have been used for counseling of students with some degree of success; however, students who have ACT scores in the lower quartile appear to vary widely in their achievement in the courses taken in the junior college. This study was an attempt to determine if there were other indicators which might improve the counseling of students who scored in the lower quartile. The two indicators studied were rank in high school graduating class, and the high school from which the students graduated. As high schools vary, some schools possibly were not preparing their students for testing, thus lowering ACT scores of students who have greater ability than test scores indicate or were counseling students merely on the basis of class rank (not using ACT scores).

Procedural Methods of the Study

All students who entered Illinois Valley Community College during the Fall semester of 1970, who had an ACT score falling in the lower quartile, were used in the sample (N=132). Students graduating from high schools within the junior college district were identified according to particular high schools, and all other students graduated from schools outside the district were grouped together. A frequency distribution of ACT scores by high school for those students included in the sample was prepared.

A correlation coefficient was developed for each high school of the ACT score, and grade point average (GPA). A correlation coefficient was also developed for each high school according to ACT scores and rank in high school class. As a guide to evaluating the sample (first quartile ACT students), the above two correlations was made for all students entering in the Fall of 1970 who had ACT scores (all quartiles of ACT scores).

From the correlation coefficients and other data available, the following conclusions were drawn:

Significant Findings of the Study

1. Due to the limited sample in some individual high schools, the study will have to be extended over a period of semesters. Some high schools only

had one or two students who had enrolled with ACT scores in the first quartile. Some of these same schools had other students entering, but the students had failed to take the ACT tests.

2. When grouping all high schools together, there was little if any correlation of rank in class and ACT scores. There was a higher correlation among the smaller high schools than there was among the larger schools.

3. The GPA earned in the junior college had a significant positive correlation with ACT scores in only four of the sixteen schools which had enough students in the sample to calculate a coefficient.

4. Of the four schools where there was significance between the GPA and ACT, three also had significance of correlation in respect to ACT and rank in class.

5. In analyzing the student's load, it appeared that part-time students have skewed the GPA upward. In further studies, the full-time and part-time students should be studied separately according to type of courses taken by part-time students.

6. The students with ACT scores near the upper end of the first quartile and who were allowed to take courses beyond their ability had lower GPA scores, and for this reason there is little correlation of GPA and ACT scores among these students.

7. The correlation between ACT and community college GPA for all entering students was also low (.269).

8. It appears that students whose ACT scores fall in the first quartile have many different factors affecting their success in the junior college, and no one item (ACT or high school class rank) predicts the level of achievement these students will reach.

Degree: None (Independent research)

A STUDY OF PERCEIVED JOB ATTRIBUTES OF COMMUNITY COLLEGE INSTRUCTORS

Robert J. English
Gary L. Hinrichs
1971

Statement of Problem

The primary purpose of this report was to examine perceptual-motivational factors involved in the interpersonal relationships between a teaching candidate and the administrator (employer) which affect staffing. The specific purposes were:

1. To identify the order of importance of selected job attributes as perceived by community college faculty.

2. To study the effect of sex, age, teaching field (college transfer or career education), prior work experience, and other variables that appeared pertinent on the rank offerings of selected job attributes.

3. To present inferences revealed by the study that would affect community college recruitment procedures.

Procedural Development of the Study

The procedures involved in the study were as follows:

1. An initial instrument designed to collect the information needed to achieve the purposes of the study was formulated after a review of pertinent literature and critiqued by professional educators.

2. The initial instrument was pre-tested on a group (20) of selected community college instructors and revised on the basis of the pre-test.

3. The final instrument was administered to two equal selected groups - occupational and baccalaureate-oriented educators. Within those groups, randomization was utilized.

4. Rank difference correlations were applied to the teacher responses regarding such factors as:

a. Career vs. Transfer
b. Career vs. All
c. Transfer vs. All
d. Age Group 21-30 vs. Age Group 31 and older
e. Age Group 21-30 vs. All
f. Age Group 31 and older vs. All
g. Female vs. Male
h. Female vs. All
i. Male vs. All

5. A test to determine the statistical difference between two percentages was applied to 200 pairs of attributes. That is, a test to determine if one group differs from another on a given attribute.

6. A Chi-square test of independence was applied to biographical data.

Summary of Significant Findings

An analysis of the data involved in the study indicated:

1. The five most important characteristics of a teaching position considered by the total instructional staff members when evaluating a prospective institution were: (a) salary, (b) facilities, (c) work load, (d) faculty morale, and (e) administrative-faculty relations.

2. Occupational (career oriented) instructors indicated a high evaluation on the factor of instructional equipment.

3. Transfer oriented instructors indicated a high evaluation of the factors faculty morale and student morale.

4. Instructors in the 20-30 year age group ranked the factors salary, faculty morale, and faculty-administrative relations high in their evaluation of a prospective position.

5. Instructors in the over 30 age group ranked the factors salary, work load, facilities, location and administrative staff high in their evaluation of a prospective position.

6. Other factors considered by a minority of instructors when evaluating a prospective position were:

a. Academic freedom
b. Educational insight of the institution
c. Willingness of the staff to grow
d. A committed department chairman

e. Opportunity to teach different classes
f. Faculty involvement in decision making
g. Flexible curriculum
h. Community characteristics including attitudes toward education
i. Educational philosophy of the institution
j. Institutional commitment to improving instruction.
k. Opportunity to experiment
l. Quality of the faculty

Degree: None (Independent research)

AN ANALYSIS OF THE 1970-71 SURVEY OF FACULTY SALARY, TEACHING LOAD, AND FRINGE BENEFIT PRACTICES UTILIZED BY ILLINOIS PUBLIC JUNIOR COLLEGES

James W. McIntosh
1971

Statement of the Problem

The 1970-71 survey was made to accumulate information on the practices currently utilized by Illinois Public Junior Colleges to determine faculty salaries, faculty fringe benefits, faculty teaching loads, the system for faculty grievances, and the method of selection, classification and compensation of department heads.

This analysis could serve as a guideline for faculty committees in their salary negotiations and function as an informative communication for all junior colleges in the State of Illinois.

Procedural Development of the Study

A questionnaire designed to obtain the essential data for the study was prepared by the Faculty Welfare Committee of the I.A.C.J.C. and was sent to all thirty-five (35) Illinois Public Junior College Districts with twenty-six (26) districts responding. This represented a return of 74.3 percent. The results of the questionnaire were sent to all faculty delegates of the I.A.C.J.C. faculty division. This paper represents an analysis of the data contained in the twenty-six questionnaires that were returned.

A tabulation was made, by district, of the replies to each questionnaire item. It was readily apparent that there is a great deal of diversity among the colleges as to these practices. Because of this, there was need for a great deal of interpolation of the data. According to the returns there were two major salary schedules in use - one according to degree and hours beyond, and the other according to rank (instructor, assistant professor, etc.) Therefore, a tabulation of each schedule was made with the hours beyond the masters degree considered as averages, rather than absolutes, due to variances among institutions.

Wherever applicable, totals of columns were made, averages were calculated, and highs and lows were determined.

Significant Findings of the Study

The results are presented in the order of the items as they appear on the questionnaire:

1. Faculty salary schedule according to degree and hours beyond the masters degree. Twenty-one of the twenty-six responding institutions were classified in this category.

TABLE I

	Minimum Salaries			Maximum Salaries			Steps		
	Aver.	Low	High	Aver.	Low	High	Av	Low	High
Below M.A.	$ 7,679	$ 6,100	$ 8,736	$11,679	$ 9,000	$14,525	11	7	15
M.A.	8,440	7,500	9,000	12,655	9,600	15,275	11	8	15
M.A. + 15	8,871	8,100	9,328	14,251	10,800	16,100	13	10	15
M.A. + 30	9,405	8,700	10,324	14,607	12,000	17,444	14	10	21
M.A. + 45	9,861	9,150	10,725	15,583	13,200	17,800	15	10	21
M.A. + 60	10,397	9,400	11,555	16,129	14,400	18,334	15	10	21
Ph.D.	10,762	9,900	11,472	17,335	15,228	20,370	15	10	21

2. Faculty salary schedule according to rank. Five of the twenty-six responding institutions are classified in this category.

TABLE II

	Minimum Salaries			Maximum Salaries			Steps		
	Aver.	Low	High	Aver.	Low	High	Av	Low	High
Instructor	$ 8,250	$ 7,750	$ 9,000	$11,674	$ 10,000	$ 14,960	8	5	10
Assistant Professor	9,269	8,720	9,900	13,805	12,250	16,306	10	9	12
Associate Professor	10,583	9,440	11,700	16,204	15,000	17,653	13	9	17
Professor	11,371	10,160	12,200	18,275	17,425	19,225	16	12	20

3. Maximum years of previous experience allowed on salary schedule. Twenty-five institutions responded to this question. Five colleges have no limit and were not included in the following statistics: The range of years allowed was from 5 to 12 years and the mean 8 years.

4. Twenty-one colleges were on a single salary schedule and four were not.

5. In fifteen institutions, counselors and librarians were on the same salary schedule as the instructional staff and in nine institutions they were not.

6. A. Sick Leave:

	Average	Low	High
Days per year	12	-0-	20
Total Accumulation[1]	100	30	170

Percent paid - only two colleges pay for accumulated sick leave; one pays up to 100 days and the other up to 120 days.

[1]There were five colleges with no limit and two with no accumulation that were not included in this calculation.

7. Twenty-five institutions gave their staffs major medical insurance, one did not. Fourteen institutions gave this coverage to staff families, eleven did not.

8. Life insurance benefits ranged from $3,000 to $15,000 with one mean of $7,625. No institutions reported paying for family coverage. There were nine colleges that pay for life insurance equal to the faculty members salary and three which pay for none at all that were not included in this calculation.

9. Personal business leave: (days per year) ranged from 0 to 5 days and the average two days.

10. Benefits relative to pay for additional courses completed at senior institutions were as follows:

a. Per course--19 colleges - none, 6 range from a low of $36 per course to $250 per semester.

b. Tuition-----22 colleges - none, one college - yes, one college - yes, up to $35 per hour, one college pays one-half the tuition cost.

11. Other benefits were found to be: sabbatical leave, tenure, union check off, seniority in special assignments, maternity leave, income protection to age 65, and free medical exams (up to $25.).

12. The teaching loads in the institutions surveyed are summarized as follows:

	Average	Low	High
Average hours	15	14	16
English composition	13	12	16
Labs	17	15	22
Physical Education	17	14	22
Office hours per week	5	0	14
Hours on campus[3]	26	15	40

Nine colleges replying none were not included in the calculation of total required hours on campus.

13. Pay for overloads was extremely varied: Four colleges reported no pay for overloads, four reported full rates based on regular salary, two reported $10 per class hour, ten reported a range of from $115 to $275 per semester hour, and the six remaining colleges reported either a certain percentage of regular pay or a formula based on lane-step placement.

14. Salary and working conditions in the community colleges were negotiated by: 12 - a faculty group, 5 - welfare committee, 4-A.F.T. 1-Union, 1-A.A.U.P., 1-N.F.A., 1-President's Advisory Committee, and 1-individually negotiated.

15. The systems for grievances were found to be as follows: Faculty Senate (7 colleges), none (4 colleges), Welfare Committee (3 colleges, A.F.T. (2 colleges), other means (7 colleges).

16. Factors relative to status of department heads were found to be as follows:

A. Selection: 19-appointed, 4-elected, 1-administration selects and 2-had no department heads.

B. Extra pay: 8-none, 5-according to size of department, 11-range from $200 to $1,500 plus 20% of base salary.

C. Considered as: 21-faculty, 3-administration and 2-have none.

D. Released time: 7-none, 17-range from 1 class to 3 classes.

Degree: None (Independent research)

A SURVEY OF ATTITUDES AMONG STUDENTS IN THE WAUBONSEE COMMUNITY COLLEGE NUPSING PROGRAM

Edith H. Duncan
1971

Statement of the Problem

The Waubonsee Community College enrolled students for technical courses leading to an associate degree in nursing for the first time in September, 1970.

It was the purpose of this study to:

1. Identify Waubonsee Community College nursing student characteristics that are similar to those of other community college students and/or other nursing students, thus allowing for recommendations resulting from other studies to be applied to the Waubonsee nursing program.

2. Determine if the dissatisfactions and satisfactions among the Waubonsee Community College nursing students were relative to the program in which they were enrolled.

3. Identify what the students see as weaknesses and strengths of the Waubonsee Community College nursing program.

4. Acquire information from present students that might lead to potential students being better informed of the expectations and goals of the community college nursing program prior to enrollment.

Procedural Development of the Study

There were forty-seven students enrolled in the Waubonsee Community College nursing program during its initial semester of operation. The population for this study included all of the students in the nursing program. The study was conducted after the students had been in the program for ten weeks. To insure anonymity, personal questions such as: age, sex and marital status were not asked; instead, this information was obtained from the student files.

To insure its clarity and ability to elicit the desired and pertinent information, the questionnaire was submitted for protesting and critical evaluation to two instructors in the associate degree nursing program. The instrument was later revised on the basis of their suggestions.

The data collected in the study was analyzed on the basis of:

1. Characteristics similar to those of other nursing students.
2. Characteristics similar to those of other community college students.
3. Responses indicating student dissatisfaction or satisfaction with the Waubonsee Community College nursing program.
4. Responses identifying reasons for dissatisfaction or satisfaction with the nursing program.
5. Responses indicating understanding of expectations and goals of the community college nursing program.

The frequency of distribution and percentage were then computed with N=47.

Significant Findings of the Study

An analysis of the data compiled from the study indicated that:

1. While 40% of the freshmen nursing students chose nursing before the age of sixteen, as identified in studies by Taylor and Fox, only 29.8% of students sampled chose nursing at that early age. However, 63.8% of the students sampled indicated that they chose nursing by the time they graduated from high school, compared to the 50% identified in the other studies.

2. A comparison of factors influencing the student's career choice indicated 78.7% of Waubonsee students listed a doctor, nurse or both as influencing their choice of career, while 75.2% of the freshmen in the Taylor study said they were influenced by a doctor, nurse or both.

3. Only 3.9% of the freshmen students in traditional schools said they were influenced to choose a school because of formal recruiting while 27.6% of the Waubonsee Community College nursing students said that recruiting was the important factor in their choice of the Waubonsee Community College nursing program.

4. Similar to the Fox study group, the Waubonsee Community College student nurses found the academic aspects of the nursing program the cause of greatest dissatisfaction, with twenty students (42.5%) giving this reason; sixteen of the Waubonsee Community College nursing students (34%) giving clinical experience as the source of greatest satisfaction.

5. In comparing the Waubonsee Community College nursing students with other community college students, data from this study revealed: 14.9% of the students were under twenty years of age compared to 50% of their community college peers and 29.8% were over thirty years of age.

6. A further comparison of the Waubonsee nursing student with the national average of community college students indicated 57.4% of the Waubonsee Community College nursing students are married and 46.8% are employed full or part-time, compared with 25% married and 40% working among the average community college student body.

7. 72.3% of the Waubonsee Community College nursing students chose the associate degree program because of the short period of time required to complete the course, 70.2% chose the program because it was close to home and 59.5% chose it because it was less expensive than other nursing programs.

8. Three students (6.9%) indicated that at the time of the survey they would not again choose nursing and that they would not recommend the Waubonsee Community College nursing program and eight students (17%) said that they would not choose the Waubonsee Community College nursing program. Nine students (19%) said they were in no way dissatisfied with the nursing program, and ten students (21.2%) said they could make no recommendations to improve the program.

9. While nineteen students (40.4%) indicated that they were adequately informed of the expectations and goals of the Waubonsee Community College nursing program, twelve students (25.5%) felt they should have been told how rapidly theory would be presented and how much homework would be expected of them.

10. Most of the students were aware of their future role as a technical nurse, with thirty-two students (68%) identifying staff nursing as their immediate goal and nineteen (40.4%) identifying staff nursing as their long range goal. Twelve students (25.5%) identified continuing education with a bachelor's degree or anaesthesiology as their long range goal.

11. The students most often saw the nurse with a bachelor's degree as assuming the leadership role (78.7%). Twelve students (25.5%) identified the diploma nurse as being more readily accepted in the hospital.

Degree: None (Independent research)

A SURVEY AND STUDY OF FOREIGN STUDENT PROGRAMS IN NORTHERN ILLINOIS COMMUNITY COLLEGES

Joseph Vavra
1970

Statement of the Problem

The purpose of this study was to obtain information about foreign student programs at twenty-five Northern Illinois community colleges. More specifically the study attempted to ascertain information in seven areas. These seven areas were as follows:

1. General information.
2. Admissions and housing information.
3. Financial aid information.
4. English proficiency examination information.
5. Student activities--non-academic information.
6. Future plans as they relate to foreign student programs.
7. The colleges' general overall feeling--objective and subjective.

Procedural Methods of the Study

The procedure consisted of the following sequence of activities:

1. Related literature, especially Junior College Journal articles were reviewed to determine the extent to which research had been done in this area.

2. The study conducted by the National Association for Foreign Student Affairs, Junior College Committee was used as an aid in formulation of some of the survey questions.

3. Questionnaires were mailed to twenty-five Northern Illinois community colleges. Twenty-one, or 84%, responded to the survey.

5. Lastly, a listing and analysis of the relevant facts was undertaken.

Summary of Significant Findings

An analysis of the data involved from twenty-one completed questionnaires indicates that:

1. The mean of foreign students enrollment per student body was .25%; whereas the median was .12%.

2. Three colleges had no foreign students at all, and one college did not admit them.

3. The location of foreign students has a direct relationship to the area in which the school is located. Kishwaukee had the highest percent 1.26%. It is located near Northern Illinois University; and Chicago had the second highest percent .78%.

4. Fifty-five countries were represented with the Caribbean countries having the most and the Far East the second greatest number of foreign students enrolled in community colleges.

5. Three of the colleges involved in the study were approved by the United States Department of Justice.

6. Twenty of the colleges surveyed did not have an admission quota for foreign students, excluding the one that refused foreign students.

7. Three colleges had separate admission procedures.

8. Two colleges had a special orientation for foreign students.

9. Two colleges had special foreign student counselors but all colleges had counselors available to foreign students.

10. There was no special Foreign Student Faculty Advisory Committee at any college surveyed.

11. Sixteen colleges responded that foreign students were involved in all of their programs.

12. Four of the colleges surveyed did not know what academic program their foreign students were involved in.

13. Thirteen colleges indicated that their foreign students were taking advantage of occupational programs.

14. Nine of the colleges surveyed helped find foreign students suitable housing.

15. Five colleges gave financial aid to foreign students.

16. Eight colleges required English proficiency examinations and only one college required a proficiency examination other than English (its type was undetermined).

17. Eleven of colleges surveyed had specially trained "English as a Second Language" teachers.

18. Seven colleges had special English courses for foreign students.

19. Eight colleges provided non-academic counseling or non-academic information for foreign students.

20. Thirteen colleges provided part-time employment information and help for foreign students.

21. One college planned to change its foreign student program.

22. Five colleges anticipated an increase in foreign student enrollment.

23. In general, all colleges with the exception of one felt that their college programs were adequate for the needs of the foreign students.

Degree: None (Independent research)

A PROFILE OF 1971 PUBLIC INFORMATION OFFICERS IN ILLINOIS COMMUNITY COLLEGES

Joseph A. Terrando
1970

Statement of the Problem

A casual overview of public information programs carried on by community colleges in Illinois indicates varying degrees of effectiveness. With no statewide consensus immediately apparent, a study of the characteristics of the P.I.O., the public information officer, was undertaken. Two years ago a regional survey of community college P.I.O.'s in Michigan, California, Pennsylvania, Florida and Illinois was conducted among 143 junior colleges. Only ten colleges were reported from Illinois.

The purpose of this study was to provide an updated, in-depth, comprehensive report of P.I.O.'s on 46 Illinois community college campuses. The objectives of this study then were:

1) to develop a composite or "profile" of 1971 Public Information Officers in Illinois community colleges, and

2) to document the degree of professional public relations experience provided by these Public Information Officers, and

3) to investigate the degree of "importance" placed on Illinois community college public information programs by chief administrators.

Procedural Development of the Study

The technique of this study was the survey -- an 8-part questionnaire, mailed to the "Public Information Officer" of 46 Illinois community colleges. The educational purposes of the survey were explained briefly in an opening paragraph. An advertising agency letterhead was used to lend some "weight" to our appeal for the return of the questionnaire. A self-addressed, stamped, return envelope was included. The questionnaire covered the following subject areas surrounding the P.I.O.:

1) Actual title of his position
2) His immediate superior
3) His professional P.R. experience
4) His academic background
5) His P.R. duties: full or part-time
6) His job history
7) His previous employer
8) His age

From an original and a follow-up mailing to Illinois community college P.I.O.'s, 40 responses were received -- an 88% return. First mailing produced 37 responses; the second, 3 additional questionnaires.

Among the six community colleges which did not respond were four Chicago City Colleges and two from the tri-campus District 529. (Lincoln Trail, the only campus reporting from District 529, indicated no public information program.)

Significant Findings of the Study

An analysis of the data involved in the study indicates that:

1) Of 40 Illinois community colleges responding, 32 employ P.I.O.'s. Six reported no public information programs. Two colleges reported "interviewing" candidates for P.I.O. positions.

2) Of 32 P.I.O.'s, only 14 reported previous professional experience (newspaper, radio, public relations, advertising agency backgrounds). More than half of the P.I.O.'s reported no previous professional experience.

3) Of 14 experienced P.I.O.'s, one held a Ph.D. degree, four held masters degrees, eight bachelors degrees and one no degree. 13 were males.

4) Ages of the 14 experienced P.I.O.'s ranged from 26 to 49, with an average age of 35.4 years.

5) Among 14 experienced P.I.O.'s, seven were associated with professional public relations firms. The remaining reported career experience with newspapers, radio stations, advertising agencies.

6) Of 18 P.I.O.'s, without professional experience, five held doctorates. There were seven masters degrees, four bachelors degrees and two without degrees. Seventeen are males.

7) Ages of the P.I.O.'s without professional experience, range from 22 to 62, with an average of 40.3 years.

8) Among the 18 P.I.O.'s without professional experience, twelve reported "school" backgrounds: teaching in elementary and secondary schools, administration in secondary schools and community colleges. Six listed other career experience: feed salesman, teletype operator, census taker, county board secretary, mental health worker, and "business".

9) There seemed to be no consensus in the job titles for 32 P.I.O.'s. Four utilize the title of Public Information Officer, two the title of Director of Public Relations, and two the title of Director of Community Relations. Other titles include: Assistant to the President, Coordinator of Information and Publications, Dean of Continuing Education. There were 26 different titles reported.

10) Of 32 P.I.O.'s, twenty reported "public information" as their sole duty. Twelve shared "public information" duties with teaching and administrative assignments.

11) Of 32 P.I.O.'s, 26 listed the president as his immediate superior. Four "reported" to the vice-president and two to deans of the college.

12) Of the 32 P.I.O.'s, 21 were initially employed to fill the public information position on the college staff. Eleven had prior years of service with the college, ranging from one to nine years before assuming the P.I.O. position.

13) Of 32 P.I.O.'s, the average age was 38.2 years.

Degree: None (Independent Research)

THE ATHLETIC DIRECTOR IN THE COMMUNITY COLLEGES OF THE STATE OF ILLINOIS

Grover Stevens
1970

Purpose of the Study

The purpose of the study was to provide information related to the educational background, teaching responsibilities and administrative duties of athletic directors in the community colleges of Illinois.

Procedural Development of the Study

This study was primarily informational in nature; no attempt is made to suggest conclusions or recommendations. A request for information was sent to the athletic directors of thirty-six community colleges located in the State of Illinois. The information used as the basis for this report was obtained from the thirty questionnaires (83 percent) returned.

Findings of the Study

1. Sixty percent of the individuals involved in the study held the title of athletic director. The remaining 40 percent, although they were in charge of the institutions' athletic programs, did not officially hold this title. One individual held the title of director of activities, and 37 percent had no official designation outside of instructor or professor.

2. The range of teaching experience was from two years to 40 years and the sample had a mean of 13.3 years. The majority of post teaching experience was either at the community college or secondary school levels, although a minority of individuals had had experience in either the elementary school or senior institution.

3. The majority of athletic directors were in their first year of that specific assignment, although one individual indicated 14 years of experience in the position. The mean length of time in the specific position was 4.3 years.

4. Twenty-one (70 percent) of the individuals sampled had an undergraduate major in physical education. Five (16.6 percent) had undergraduate majors in the social sciences, two in mathematics and one each in recreation and education.

5. Eighteen (60 percent) of the individuals sampled had graduate majors in physical education. Ten percent had majors in school administration. Two individuals each had graduate majors in mathematics, recreation and education.

6. The range of graduate hours earned by the individuals involved in the sample was from B.S. plus eight graduate hours through the doctorate (one individual). Fifty-three percent indicated that they had earned at least a masters degree plus twenty hours. Fifty percent indicated a professional goal of the doctorate.

7. Twenty-three of the individuals sampled (76.6 percent) indicated that they had instructional assignments. The number of teaching hours assigned to these individuals ranged from one to seven hours per day, although one individual taught two hours per week. The remaining 23.4 percent had no teaching assignment.

8. One-third of the individuals sampled indicated that one-half of their time was devoted to administrative duties. Two individuals had full-time administrative assignments. The remainder of the responses indicated that from one-fourth to three-fourths of their time was spent on administrative duties.

9. The range of intramural sports activities administered by the individuals sampled ranged from 0 - 27. Eight (26.6 percent) of the institutions sampled offered no intramural sports program. The median number of these activities offered by institutions within the sample was nine.

10. The rank order of interscholastic sports administered by the individuals involved in the sample was as follows: basketball - 30 (100 percent), baseball - 27 (90 percent), golf - 25 (83.3 percent), tennis - 21 (70 percent), cross country - 17 (56.6 percent), wrestling - 15 (50 percent), track - 12 (40 percent), football - 8 (26.6 percent), swimming - 7 (23.3 percent), hockey - 4 (13.3 percent), soccer - 3 (10 percent), gymnastics - 2 (6.6 percent), and judo - 1 (3.3 percent).

11. Twenty (66.6 percent) of the individuals sampled were in charge of their institutions physical education program as well as athletic program.

12. Five (16.6 percent) of the individuals involved in the sample taught courses unrelated to physical education.

13. One-half of the institutions involved in the sample did not have an athletic director until their present athletic director was hired.

14. The range of ages involved in the sample was 20 - 60. The mean age was 40.6 years.

15. One-half of the athletic directors received salaries of over $15,001 per year, one-third received salaries between $12,001 and $15,000 per year, and the remainder between $8,001 and $12,000.

16. Twenty-three (76.6 percent) of the athletic directors had not attended community colleges as students.

THE STATUS OF THE REQUIRED PHYSICAL EDUCATION PROGRAM IN NORTHERN ILLINOIS COMMUNITY COLLEGES

Anthony J. Karas
1971

Statement of the Problem

The purpose of this paper was to investigate the required physical education programs of selected Northern Illinois community colleges. The basic question was whether the schools studied had developed programs to meet the needs of their students or were following "traditional" four-year schools and their curriculums. Another objective of the findings was to find if the community colleges were being autonomous regarding their offerings, or if their programs were developed by using catalogs from other schools.

Procedural Development of the Study

A questionnaire was prepared to gather information regarding (2) requirements, (b) credits, (c) evaluation, and (d) philosophies in physical education. The questionnaire and covering letter were mailed to the department chairmen of twenty-four Northern Illinois community colleges.

Questions for the study were selected from Oxendines' study. They were evaluated and made applicable for the two-year schools. The entire study was then delimited in hope that by keeping the findings at a minimum it would provide the investigator an opportunity to see if any trends, that would be unique to the community college curriculum, are developing.

Of the twenty-four questionnaires, twenty or 88% were completed and returned. Only one of the responding schools did not conduct a physical education program. The results were tabulated and comparisons made with a study by Oxendine (1968) of four year schools. Oxendine's study was authorized by the American Association of Health, Physical Education and Recreation. Within the survey, the area of requirements was designed to take into consideration problems that pertain to the two-year school but do not exist in the four-year situation.

It was of interest to note that community colleges have a greater diversification of students. One question was is physical education required for all full time students. This had subheadings to determine the requirements for students enrolled in (a) the transfer program; (b) students enrolled in occupational programs. In addition to the question on requirements were students allowed to proficiency out of the program. Finally were any students exempt from the program.

In the section regarding grades and credit, the schools were asked the following information: (1) is credit given for physical education? (2) How many semesters or quarters are required? (3) Is the letter grade given and (4) are grades counted as part of the academic grade point average.

Findings of the Study

An analysis of the data collected in the study revealed the following summary of the most important findings:

1. Fifty-five percent of all the schools required physical education for all full-time enrolled students. This compares with eighty seven percent of the four year schools.

2. Sixty percent permitted exemption from required physical education with the primary reasons being; (a) physical handicap; (b) returning veterans; and (c) men who participate in intercollegiate athletics.

3. Sixty-five percent required physical education for all students in a transfer program. Only forty-five percent had the same requirements for occupational students enrolled in a degree program.

4. Ninety-nine percent of all community colleges surveyed gave credit for physical education, while the four-year institution figure was seventy-seven percent.

5. Sixty percent of the institutions studied required four semester hours of physical education. Fifty five percent of the four year institutions required four semester hours.

6. All two year schools included physical education in computing the academic grade point average. This compared to sixty-three percent for the four year schools.

7. In the area of program offerings (curriculum), the community colleges have taken a role of leadership. They are very much aware of the needs of their students and have placed a great emphasis on recreational activities and co-education classes. The four year schools have shown a trend toward this but as of yet do not place the major emphasis in this area.

8. Seventy percent of the community colleges indicated that they had adequate staff. Fifty-five percent have shown staff increases over the past five years.

9. Only one of the community colleges studied indicated that they had adequate facilities.

10. All institutions reported that their programs were being evaluated regularly, and that program changes have been implemented from the findings.

11. Ninety percent favored the required program as opposed to an elective program. Forty-five percent did say that they would be willing to consider an elective program.

12. Sixty percent felt that their programs were meeting the needs of the students in a more than adequate manner.

13. One of the institutions studied did not offer physical education because of a lack of facilities.

14. In summation, the study indicates that much of the present curriculum is traditional. The two year schools seem to be extremely conscientious in the area considering the needs of their students. Some are ambiguous in their philosophies but very dedicated to the belief that physical education should be required and not become an elective.

Degree: None, independent research

PUBLIC HIGH SCHOOL TEACHER ATTITUDES TOWARD BASIC PREMISES ASSOCIATED WITH PUBLIC JUNIOR COLLEGE EDUCATION

Alan J. Hovestadt
1971

Statement of the Problem

The purpose of this study was to determine the extent to which a group of public high school teachers agree, were neutral, or disagreed with a set of statements dealing with currently accepted ideal notions or accepted functions found within public junior college education.

Procedural Methods of the Study

The population of this study included all teachers at Rochelle Township High School, Rochelle, Illinois, employed for the 1970-71 school year. The population involved totalled 68 individuals.

A fifteen-statement opinionnaire was developed including a Likert-type rating scale. The opinionnaire included statements regarding basic functions, commitments, and philosophy associated with public junior college education. The opinionnaire was a revision of the instrument used by James A. Ebbesen in his doctoral study designed to analyze junior college board member attitudes.

Significant Findings of the Study

Analysis of the data involved in this study indicated the following results:

1. As a group, the teacher respondents tended to agree with a group of statements reflecting currently accepted functions, commitments, and philosophy associated with public junior college education.

2. An analysis of the teacher responses indicated the following degrees of agreement with factors associated with the community college philosophy:

A. Agreement at the 4.00 to 4.49 level:

a. comprehensiveness
b. adult education programs
c. transfer programs
d. two year associate degree type programs for semi-professional training
e. variable length programs for technical or semi-technical training
f. junior college should remain a junior college

B. Tendency to Agree at 3.50 to 3.99 level:

a. open door, or no restrictive entrance requirements
b. open door, or accept all students regardless of A.C.T. scores
c. testing, counseling, and placement for all students
d. provide educational opportunities for students with marginal ability
e. commitment to community needs

C. Tendency toward neutral position or midpoint at the 2.50 to 3.49 level:

a. admittance of non-high school graduates
b. programs for undereducated students
c. low or no tuition

D. Tendency toward disagreement at the 2.00 to 2.49 level:

a. forgiveness policy for students who have acquired failing grades.

Degree: None (Independent research)

AN INFORMATION STUDY OF SELECTED FACTORS RELATED TO INTERCOLLEGIATE ATHLETICS AND INTRAMURALS IN THE COMMUNITY COLLEGES OF ILLINOIS

William A. Anderson
1971

Statement of the Problem

The purpose of the study was to obtain basic information relative to community college intramural and intercollegiate athletic activities and the coaches who supervise these activities.

Procedural Development of the Study

The data was obtained from a questionnaire submitted to the athletic directors of twenty-five selected Illinois community colleges.

Findings of the Study

1. One-hundred percent of the school sampled participated in intercollegiate athletics.

2. The range of intercollegiate sports activities participated in by the institutions sampled was from two activities to thirteen.

3. The rank order athletic activities sponsored by the institutions sampled was as follows:

Basketball, 100%
Baseball, 100%
Golf, 84%
Tennis, 72%
Cross Country, 60%
Track, 48%
Wrestling, 48%
Football, 24%
Swimming, 20%
Soccer, 20%
Ice Hockey, 12%
Indoor Track, 8%
Gymnastics, 8%
Weight Lifting, 4%
Womens Gymnastics, 40%

4. The number of individuals who have coaching responsibilities according to sport in the institutions samples was found to be as follows:

Activity	Institutions Involved	Number of Coaches One	Two	Three	Four
Basketball	25	12	13		
Baseball	25	19	6		
Golf	21	21			
Tennis	18	18			

Activity	Institutions Involved	Number of Coaches One	Two	Three	Four
Cross Country	15	15			
Track	12	10	2		
Wrestling	12	10	2		
Football	6			4	2
Swimming	5	5			
Soccer	5	5			
Ice Hockey	3	2	1		
Indoor Track	2	2			
Gymnastics	2	2			
Weight Lifting	1	1			
Womens Gymnastics	1	1			

5. Compensation for the coaching of intercollegiate athletics in the sample of institutions was as follows:

Compensation	Institutions, Number	Institutions, percentage
Teaching salary & increment	13	52%
Released time	6	24%
Straight salary	4	16%
Released time & increment	1	4%
Increment for early practice	1	4%

6. The mean increments of institutions giving specific monetary increments (head coach) were as follows: football ($1333.50), basketball ($1051.50), wrestling ($849.24), soccer ($750.00), weightlifting ($750.00), baseball ($655.22), track ($561.00), swimming ($500.00), tennis ($390.50), cross country ($375.38), and golf ($362.07).

7. The mean increments of institutions giving specific monetary increments (assistant coach) were as follows: football ($742.50), basketball ($481.00), baseball($366.67), track($300.00).

8. The mean increments of institutions giving percentage of salary increments (head coach) were as follows: football (14-1/2%), basketball (14%) ice hockey (14%), gymnastics (14%), wrestling (11-1/3%), soccer (12-1/2%), baseball (11-1/5%), track (9-1/4%), womens gymnastics (8%), cross country (6-1/5%), tennis (6-1/5%), and golf (6-1/5%).

9. The mean increments of institutions giving percentage of salary increments (assistant coach) were as follows: wrestling (9%), football (8%), basketball (7-1/3%), and baseball (6-1/8%).

10. At one institution only the football coaches received straight salary plus an increment.

11. At one institution the head baseball and basketball coaches received straight salary, increment and released time.

12. Ninety-two percent of the institutions studied had an intramural program. The range of activities offered was from three to sixteen.

13. The five most frequently offered intramural sports were flag football (91 percent), basketball (91 percent), softball (87 percent), volleyball (83 percent) and tennis (74 percent). The other intramural activities ofered in rank order were badminton, bowling, coed volleyball, golf, wrestling, track, swimming, gymnastics, handball, archery, hockey, self-defense, table tennis, weight lifting and free throw shooting.

14. Sixty-five percent of the community colleges studied offered free play periods. The range of these offerings was from two to twenty hours per week with a mean of eleven hours.

15. In 60 percent of the institutions studied, free play was administered by an intramural director and in twenty percent of the institutions it was administered by the director of physical education. Thirty percent of the institutions used student help in these programs.

16. Intercollegiate athletics were financed chiefly in the following manner: student fees (56 percent), and taxes (18 percent). In no cases were they financed through gate receipts.

17. Intramural athletics were financed chiefly in the following manner: student fees (65 percent), taxes (15 percent), and combination fees and taxes (10 percent).

No degree: Independent research

A STUDY OF THE AWARENESS OF NILES NORTH HIGH SCHOOL STUDENTS OF OAKTON COMMUNITY COLLEGE

Gene D. Volkman
1971

Statement of the Problem

Oakton Community College was recognized by the Illinois Junior College Board and opened its doors for the first time in September of 1970. It was observed, through secondary school classroom contacts, that numerous students were not aware that a community college was available to them, what it had to offer for them, or where the school was located. The purpose of this study was therefore an attempt to determine:

A. To what extent the junior and senior students of Niles North High School were aware of Oakton Community College.
B. How the students learned about Oakton Community College.
C. Whether or not the newly created community college influenced area students' plans to attend a post-high school institution.

Procedural Development of the Study

A questionnaire was constructed and administered to 324 junior students and 289 senior students at Niles North High School. All students were instructed to fill out the questionnaire completely to the best of their ability. Of the total 613 questionnaires passed out, 27 were considered to be invalid or void because of various reasons which left a total of 586 questionnaires. The responses were tabulated and the percentages figured for each.

Findings of the Study

1. 423 or seventy-two percent of the students were planning to attend some form of schooling after graduation from Niles North. Of this number fifty-eight percent were seniors and 42 percent were juniors.

2. The majority or 62 percent of the students indicated that they planned to attend a four-year college or university and that 18 percent of the students surveyed plan to attend a junior or community college. The remaining students indicated a preference for technical school, trade school or another type educational institution.

3. A number of students gave some oral feedback that they thought their local community college was Harper Junior College. The creation of a new college in their district (Oakton) apparently had not been brought to the

attention of many students. Fifty-nine percent of the students sampled were not aware of Oakton Community College and 59 percent did not know where it was located.

4. It was apparent that the counselors were attempting to do their job of informing the students of the local community college. The questionnaire indicated that 55 percent of those students who were aware of Oakton Community College found out about the college through their counselor. Seventeen percent were informed of the college by a teacher, thirteen percent by their parents, and nine percent by friends.

5. The questionnaire results indicated that significantly more seniors than juniors had made plans for post-high school education.

6. The study results tend to indicate that Oakton Community College had little influence on the post-high school planning of the students sampled and that the staff of Niles North High School did little to promote their local community college.

Degree: None (Independent research)

A STUDY OF COMMUNITY COLLEGE ADMINISTRATORS REACTIONS TO FEEDBACK DATA ON COMMUNITY COLLEGE TRANSFER STUDENTS

C.C.S.C.
Fall 1970

Purpose of the Study

One of the major obstacles confronting any group or agency engaged in the study of community college students and their status upon transfer to a senior institution is the lack of data available from senior institutions on these students, or, the lack of uniformity among senior institutions as to the type of data kept on these students. This study was designed to ascertain the opinions of community college administrative personnel in the area of student personnel services relative to transfer "feedback" data from senior institutions and the use made of it in community colleges.

Study Procedures

A questionnaire was designed to obtain reactions from community college administrative personnel relative to the value of transfer feedback data to their specific institutions and to the types of data that they considered important. The questionnaire was sent to 46 public community college campuses in the state. Forty-four returns were received from thirty-four campuses.

Study Findings

1. One-hundred percent of the community college personnel involved in the study indicated that they considered feedback data an important aspect of articulation.

2. One-hundred percent of the community college personnel involved in the study indicated that their institutions considered feedback data as an important factor in their program evaluation.

3. One-hundred percent of the community college personnel involved in the study indicated that their institutions considered feedback data as an important factor in student advisement.

4. The following table summarizes community college administrators evaluation of feedback data items related to program evaluation and/or student advisement (N=44).

DATA ITEM	ITEM EVALUATION					
	Very Important		Questionable Importance		Not Important	
	N	%	N	%	N	%
1. Number of credit hours not accepted for transfer	44	100.0				
2. Academic Major	26	59.1	18	40.9		
3. Cumulative Hours completed at University	29	65.9	15	34.1		
4. University G.P.A.	43	97.7	1	2.3		
5. Date of withdrawal from university	23	52.3	16	36.2	5	11.5
6. Date of dismissal from university	23	52.3	18	40.9	3	6.8
7. Graduation date	28	63.5	11	25.0	5	11.5

5. Thirty-four (77.3 percent) of the community college personnel responding indicated that feedback data from universities should continue on transfer students until they graduated, withdrew or were dismissed. Ten (22.7 percent) indicated that feedback data should continue for one year, and none indicated the desire for data for one semester duration.

6. Other areas of feedback data considered important by community colleges were as follows (listed in rank order):

   a. Group mean G.P.A.s of all community college transfer and native students
   b. Reasons for dismissal/withdrawal
   c. Identification of students receiving financial aid
   d. Students not accepted for transfer and reason.
   e. Notification of graduation from senior institution.

7. Job placement, honors, disciplinary action, G.P.A. according to area, and transcripts each semester were suggested by two or less individuals.